

FILED

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IN THE UNITED STATES DISTRICT COURT

MICHAEL W. DOBBINS FOR THE NORTHERN DISTRICT OF ILLINOIS
CLERK, U.S. DISTRICT COURT EASTERN DIVISION

LESLIE, ERIC DANIEL, JAVY JUNIOR AND)
JOSELYN DELGADO, minors, by their parent)
and next friend, Erika Delgado; ANDIE, LIZA)
AND MARIBEL GARCIA, minors, by their)
parent and next friend, Maria Garcia; KAREN,)
RODOLFO AND KIARA TAPIA, minors, by)
their parent and next friend, Marielena Montoya,)

Plaintiffs,

v.

BOARD OF EDUCATION FOR ILLINOIS)
SCHOOL DISTRICT U-46,)

Defendant.)

05C 0760

No. _____

JUDGE GETTLEMAN

MAGISTRATE JUDGE MASON

COMPLAINT

Date: February 7, 2005

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Table of Contents

I.	INTRODUCTION	1
II.	JURISDICTION AND VENUE	4
III.	PARTIES	4
IV.	CLASS ALLEGATIONS	5
V.	BACKGROUND FACTS	7
A.	OCR and ISBE Findings that District Failed to Properly Provide Services to LEP Students	7
B.	Recent School Construction	8
C.	Current District Data	9
VI.	SUBSTANTIVE ALLEGATIONS	12
A.	Prior to the Start of the 2004-05 School Year the District Placed Inequitable Student Assignment and Transportation Burdens on Hispanic, Hispanic LEP, and Other Minority Students.	12
B.	The 2004-05 Redistricting Plan Continues the District's Past Practices of Placing Inequitable Burdens on Hispanic and Hispanic LEP Students.	14
	<i>The District Rushed the Adoption of Redistricting Plan</i>	14
	<i>The District Failed to Consider LEP Issues in the Development of Redistricting Plan</i>	16
	<i>Selection of Schools for Closing Defies Data and Increases the Degree of Racial Segregation</i>	17
	<i>The District's Stated Purposes for Redistricting Are Not Supportable and the Proposed Ameliorative Measures Are Ineffective and Pretextual</i>	19
	<i>The Board's Actions Will Increase the Likelihood of Closures of "Targeted Schools" in the Near Future</i>	22

<i>Less Burdensome Alternatives Exist</i>	23
<i>Current Modifications to Redistricting Plan Are Insufficient</i>	23
C. Redistricting Plan Negatively Impacts the District's Delivery of LEP Services	24
D. The District Fails to Properly Provide LEP Services	25
COUNT 1 Equal Education Opportunity Act of 1974	26
COUNT 2: 14th Amendment of the United States Constitution	27
COUNT 3: The Equal Protection Clause of the Illinois Constitution	28
COUNT 4: Illinois Civil Rights Act of 2003	28
DEMAND FOR JUDGMENT	30
PRAYER FOR RELIEF	30

Now come Plaintiffs, Hispanic parents and students as represented by their counsel Futterman & Howard, Chartered in their Complaint against the Illinois School District U-46 Board of Education ("Board," "Defendant," "U-46," or "District") for failure to provide equal educational opportunities and for racial discrimination.

I. INTRODUCTION

1. This action is brought to redress rights, privileges, and immunities guaranteed by the Constitution and laws of the United States and the State of Illinois, particularly the rights of students to receive equal educational opportunities and attend a school system free of discrimination.

2. This action seeks relief for Hispanic¹ students from the harms and burdens resulting from the District's delivery of Limited English Proficiency ("LEP") services under the District's previous and current student assignment systems.

3. This action also seeks relief for Hispanics from the harms and burdens resulting from the District's discriminatory actions against Hispanic, Hispanic LEP, and other minority² students under the District's previous and current student assignment systems.

4. Prior to the District's implementation of its new Redistricting Plan ("Redistricting Plan" or "Plan"), which went into effect at the start of the 2004-05 school year, Hispanic, Hispanic LEP, and other minority students suffered the following conditions:

- a. school siting and closure decisions by the Board caused the disproportionate displacement of minority students, particularly Hispanic LEP students.

¹Although the named Plaintiffs listed in this Complaint identify themselves as "Latino," the Illinois State Board of Education racial/ethnic categories only provide for a "Hispanic" designation. Similarly, ISBE uses the term "black" instead of African American. Accordingly, the named Plaintiffs and the potential class they represent are referred to as "Hispanic" and "African American" students are referred to as "black" throughout this Complaint.

²In this Complaint "other minority" and "other minorities" references students from other racial groups protected under federal and state civil rights laws but primarily refers to black students.

- b. minority students, particularly LEP students, were bused to schools at disproportionate rates and bused farther distances than white students.
- c. less stability in school assignments was afforded to Hispanic LEP students as compared to white majority students, due to the District's willingness to change Hispanic LEP students' school assignments as frequently as year-to-year.

5. Under the newly implemented Redistricting Plan, Hispanic, Hispanic LEP and other minority students suffer the following additional conditions:

- a. The District closed two LEP centers in Hispanic neighborhoods, thereby diminishing available neighborhood seats for qualifying LEP students.
- b. LEP students ready to transition into regular education are being held in LEP classes because there are insufficient seats in regular education classes in minority neighborhood schools under the Redistricting Plan.
- c. When LEP classes are full due to the impact of the Redistricting Plan's new school boundaries, parents of LEP students are forced to choose between waiving their children's rights to LEP instruction in order to attend their neighborhood school or choosing to send their children outside their neighborhood if they want their children to receive LEP services.
- d. LEP students are required to move from school to school year to year in order to obtain access to LEP services.

6. Under the Redistricting Plan the numbers of low-income and LEP students will dramatically increase in several U-46 schools, creating the likelihood that additional schools will fall on the Illinois State Board of Education ("ISBE") "watch" and "warning" lists of inadequately performing schools and that one or more of these schools may be closed as a result in the near future.

7. Additionally, under the Redistricting Plan racial segregation increases dramatically in portions of U-46.

8. Currently, in the District other harmful burdens are also placed on Hispanic and Hispanic LEP students:

- a. Hispanic LEP students are impermissibly segregated from regular education students for all instruction rather than specific educational subjects and purposes.
- b. Hispanic LEP students are denied proper access to special education referrals, reviews, and services.

9. As a result of these conditions, Hispanic LEP students experience lesser educational opportunities than white students. One aspect is that instability of assignments provided to Hispanic LEP students interferes with and impedes their abilities to overcome language barriers.

10. Likewise, the District's failure to provide adequate special education services and to provide an integrated educational environment also interferes with and impedes students' abilities to overcome language barriers.

11. Indeed, the District has stated that one of the purposes of the Redistricting Plan is to "end forced diversity." The phrase "end forced diversity," however, is a misnomer. First, while the redistricting reduces the busing of Hispanic, Hispanic LEP, and other minorities, it by no means ends "forced" busing. Second, the manner in which the Redistricting Plan is implemented causes the creation of new "forced" burdens for Hispanic, Hispanic LEP, and other minorities.

12. One root problem with the Redistricting Plan is insufficient capacity in minority neighborhood schools. In other words, the District adopted a strict neighborhood school attendance student assignment policy knowing there was not sufficient capacity in minority neighborhood schools. Thus, Hispanic and other minorities will eventually bear the burden of being bused out of their neighborhoods to white neighborhood schools.

13. The District's continuing pattern and practice of denying Hispanic LEP students equal educational opportunities evidences impermissible discrimination.

14. After many unsuccessful community attempts to secure corrective action from the Board, Plaintiffs now bring their concerns to the Court in this Complaint.

II. JURISDICTION AND VENUE

15. The action arises pursuant to the Equal Education Opportunity Act codified as 20 U.S.C. §1701, *et seq.*; 42 U.S.C. §1983 for the deprivation of Plaintiffs' rights under the Fourteenth Amendment to the Constitution of the United States; the Equal Protection Clause of the Constitution of the State of Illinois; and the Illinois Civil Rights Act of 2003, 740 ILCS 23/5. This Court has jurisdiction to hear the claims under 28 U.S.C. §1331, 28 U.S.C. §1343(3), 28 U.S.C. §1367, and 28 U.S.C. §§2201 and 2202.

16. Venue is proper in this district pursuant to 28 U.S.C. §§1391(b)(1) and (2) in that a substantial part of the events giving rise to the claim took place here, and in that the Board of Education of Illinois School District U-46 resides in this district.

III. PARTIES

17. Plaintiffs are Hispanic parents and children who are adversely impacted by the actions of the Defendant which are the subject of this Complaint.

Parent(s):	Erika Delgado
Child(ren):	Leslie Delgado
	Eric Daniel Delgado
	Javy Junior Delgado
	Joselyn Delgado

Parent(s): Maria Garcia
Child(ren): Andie Garcia
Liza Garcia
Maribel Garcia

Parent(s): Marielena Montoya
Child(ren): Karen Tapia
Rodolfo Tapia
Kiara Tapia

18. The Hispanic students listed in paragraph 17 are being and will be adversely affected by the actions of the District, including, but not limited to, the failure to provide equal educational opportunities and failure to provide a school system free of discrimination. These students reside in District U-46 and are minors who bring claims through their parents as next friends.

19. Plaintiffs bring this action on their own behalf, and on behalf of a class of all similarly-situated U-46 students pursuant to Fed. R. Civ. P. 23.

20. Defendant, the Board of Education for Illinois School District U-46, is a body politic and school district of the State of Illinois organized and operating in the Counties of Cook, DuPage, and Kane and the communities of Bartlett, Carol Stream, Elgin, Hanover Park, Hoffman Estates, Schaumburg, South Elgin, St. Charles, Streamwood, Wayne, and West Chicago. The Board of Education is charged with and responsible for the operation of public schools within U-46 and, at all times relevant to this Complaint, was acting in that capacity under the color of state law.

IV. CLASS ALLEGATIONS

21. Plaintiffs bring this class action on their own behalf and on behalf of all other persons similarly situated pursuant to Fed. R. Civ. P. 23(a) and (b)(2), on behalf of a class consisting of all

Hispanic U-46 students, including Hispanic LEP students (through their parents as next friends) (hereinafter "the Class").³

22. Hispanic U-46 students whose parents maintain undocumented immigrant status receive the same legal protection as Hispanic students whose parents maintain documented immigrant status. *Doe v. Plyler*, 458 F. Supp. 569, *affirmed* 628 F.2d 448 (E.D. Tex. 1978), *affirmed* 457 U.S. 202, 102 S.Ct. 2382, 72 L.Ed.2d 786 (1982), *rehearing denied* 458 U.S. 1131, 103 S.Ct. 14, 73 L.Ed.2d 1401 (1982). Thus, children of undocumented immigrants are included in the group that is similarly situated to the Plaintiffs.

23. This action is properly maintainable as a class action under Fed. R. Civ. P. 23(a) for the following reasons:

- a. The Class that Plaintiffs seek to represent is so numerous that joinder of all members is impracticable. The proposed Class consists of approximately 14,000 U-46 students.
- b. There are numerous questions of law and fact common to the Class, including but not limited to the following:
 - i. Whether the District's pre 2004-05 LEP practices were implemented in an improper manner.
 - ii. Whether the District's LEP practices under the Redistricting Plan are implemented in an improper manner.
 - iii. Whether the District's pre-2004-05 student assignments provided Hispanic LEP unequal educational opportunities.
 - iv. Whether the District's student assignments under the Redistricting Plan provide Hispanic LEP students unequal educational opportunities.

³Counsel for Plaintiffs are in the process of investigating claims of non-Hispanic LEP students. If warranted, an amended Complaint will include class allegations on behalf of non-Hispanic LEP students.

- v. Whether Hispanic, Hispanic LEP, and other minority students have suffered educational harms as a result of the District's student assignment and educational practices.
- c. The claims of the representative parties are typical of the claims of all members of the Class.
- d. The representative parties and their counsel will fairly and adequately represent the Class. Additionally, Plaintiffs have no conflicts with other Class members and will fully and fairly represent the interests of the Class. Class Counsel are experienced in class action litigation and matters concerning access to equal educational opportunities.

24. The Class, as defined herein, is certifiable under Fed. R. Civ. P. 23(b)(2) in that Defendant has acted or refused to act on grounds generally applicable to the Class, thereby making appropriate injunctive relief or corresponding declaratory relief with respect to the Class as a whole.

V. BACKGROUND FACTS

A. OCR and ISBE Findings that District Failed to Properly Provide Services to LEP Students

25. In the early 1990's the District was selected for a proactive compliance review by the United States Department of Education's Office of Civil Rights ("OCR").

26. The compliance review was conducted to determine whether the District was complying with federal laws and regulations in the delivery of language services, particularly in regard to Hispanic LEP students.

27. As a result of its investigation, OCR required the District to modify its LEP services. The OCR requirements included, but were not limited to, the following:

- a. to develop and maintain specific identification, entrance, and exit criteria for its LEP services and students;

- b. to provide transition services for students ready to exit LEP services and enter into regular education classes at any time during the school year;
- c. to monitor students transitioned from LEP services to regular education classes for at least one year and, if necessary, to provide adequate education opportunities for students, permit students to return to LEP instruction; and
- d. to provide annual monitoring reports to OCR.

28. To effectuate OCR's requirements and the District's commitment to modify its LEP services, the District entered into a resolution agreement with OCR several months after the conclusion of the OCR investigation.

29. As recently as 2001 the OCR was still actively monitoring District U-46.⁴

30. In addition, in approximately 2000 the Illinois State Board of Education ("ISBE") notified the District that it was not appropriately referring, identifying, and providing LEP students for special education services.

B. Recent School Construction

31. In 2000 the voters in the U-46 boundaries approved a referendum for school construction.

32. Ultimately, the District built three new elementary school sites, commonly referred to as "Schools D, E, and F," in majority white neighborhoods. In addition the District also built a new middle school and high school which were also built in predominately majority white neighborhoods.

⁴At the time of this filing counsel for Plaintiffs was unable to ascertain the District's current relationship with OCR.

33. While school additions for schools in minority neighborhoods were included in the referendum and construction there was still insufficient capacity in minority neighborhood schools after the recent construction efforts.

34. Once the new schools were set to open the District developed a Redistricting Plan with strict neighborhood attendance areas. Effectively, the Redistricting Plan limits the number of elementary age Hispanic and other minority students who will have access to the new educational facilities.

C. Current District Data

35. The District, as of the 2003-04 school year, had the basic characteristics set below:⁵

- a. The total enrollment was approximately 38,285 students.
- b. The racial/ethnic composition of students Districtwide was as follows:

	<u>Percent</u>
Majority	49.3%
Hispanic	36.3%
Black	7.3%
Asian/Pacific Islander	7.0%

- c. The percent low income was 34.4%.
- d. The number of Limited English Proficiency was 24.6% or 9,418 students. By far, Hispanic students constituted the vast majority of LEP students in the District.

⁵Statistics are based on information provided by the Illinois State Board of Education ("ISBE") "2004 District Report Card" for U-46. At the time of the filing of this Complaint, the District's Fall Housing Report submitted during the Fall of 2004 was unavailable from ISBE.

e. There were 51 schools in the District:

Elementary	39
Middle	7
High Schools ⁶	4
Alternative High School	1

f. There were several U-46 schools on the ISBE academic watch or warning lists:

<u>Early Warning Status</u>	<u>Academic Watch Status</u>
Elgin High	Ellis Middle
Streamwood High	Larsen Middle
Channing Memorial Elementary	Hillcrest Elementary
Huff Elementary	
McKinley Elementary	
Parkwood Elementary	

g. The total budgeted operating revenue of the District for the 2003-04 school year was \$319,115,761. The total budgeted operating funds expenditure for the District during the same period was \$416,430,448.

36. At the start of the 2004-05 school year⁷ the District opened three new elementary schools and currently operates the following schools:

Pre-K-Elementary	40
Middle	8
High Schools	4
Alternative High School	1

⁶For the purposes of this Complaint, Plaintiffs, through their counsel, have not yet reviewed potential claims regarding U-46 middle and high schools. However, Plaintiffs will continue their investigation and, if deemed appropriate, will amend this Complaint to include allegations regarding all the U-46 schools, including the District's alternative high school, Gifford Street School.

⁷Information for the 2004-05 school year was obtained from the "District's U-46 Facts At-A-Glance" on the District's official website.

37. For the 2004-5 school year several U-46 schools remain and additional schools have been added to the ISBE academic watch or warning lists:

Early Warning Status

Bartlett High
Abbott Middle
Kimball Middle
Tefft Middle
Canton Middle
Century Oaks
Channing Memorial Elementary
Harriet Gifford Elementary
Highland Elementary
Illinois Park Elementary⁸
Lowrie Elementary
Ontarioville Elementary

Academic Watch Status

Elgin High
Streamwood High
Ellis Middle
Larsen Middle
Hillcrest Elementary
Huff Elementary
McKinley Elementary
Parkwood Elementary

38. As of the 2004-05 school year, the District serves 11 communities in three counties, Cook, DuPage, and Kane, in Illinois:

<u>Community</u>	<u># of Schools</u>
Bartlett ⁹	9
Carol Stream	1
Elgin	22
Hanover Park	4
Hoffman Estates	2
Schaumburg and South Elgin	4
St. Charles and Streamwood	10
Wayne	1
West Chicago	0

⁸Illinois Park was one of the schools closed by the District in the Redistricting process.

⁹For the past several years some communities have considered separating from District U-46. In November 2004, for instance, the Bartlett community passed an advisory referendum to pursue separation from District U-46.

39. In terms of the demographics of the communities constituting District U-46, the largest and most significant minority populations reside in Hanover Park, Elgin, Streamwood, and West Chicago. See below and Exhibit 1, Racial Composition of U-46 Communities.

<u>Town</u>	<u>% Minority</u>
Bartlett	7.49
Carol Stream	14.27
Elgin	41.12
Hanover Park	32.87
Hoffman Estates	14.88
Schaumburg	8.64
South Elgin	12.91
St. Charles	7.16
Streamwood	20.62
Wayne	4.12
West Chicago	50.28

40. On information and belief, currently the seven-person Board of Education for U-46 does not include a Hispanic member and also did not include a Hispanic Board member at the time of the Redistricting efforts. During the time of the redistricting and presently, one African American serves on the Board of Education.

VI. SUBSTANTIVE ALLEGATIONS

A. Prior to the Start of the 2004-05 School Year the District Placed Inequitable Student Assignment and Transportation Burdens on Hispanic, Hispanic LEP, and Other Minority Students.

41. District student enrollment for at least the last 25 years has consistently included a significant number of LEP students.

42. District student enrollment for at least the last 25 years has consistently included a significant number of Hispanic students.

43. For at least the last 25 years the District's LEP population has been predominantly Hispanic.

44. Despite steadily increasing Hispanic and Hispanic LEP populations, the District failed to plan for or provide sufficient capacity in minority neighborhoods to accommodate students.

45. Prior to the Redistricting Plan the District also operated racially identifiable schools.

46. Using a definition for racial identifiability of +/-15% of the combined Hispanic and black District student population at the elementary (approximately 44%) and middle school (also approximately 44%) levels, the conditions present in the District during its Redistricting process evidence a pattern of racially identifiable schools.¹⁰ Of the District's 40 elementary schools, 30 schools were racially identifiable for the 2003-04 school year. Of the District's seven middle schools, four were racially identifiable for the 2003-04 school year.

Racial Identifiability of U-46 Elementary Schools (Range 29-59%), 2003-04

<u>Majority</u>	<u>Within Range</u>	<u>Minority</u>
Bartlett	Century Oaks	Channing Memorial
Centennial	Clinton	Garfield
Glenbrook	Coleman	Harriet Gifford
Hanover Countryside	Creekside	Heritage
Hawk Hollow	Fox Meadow	Highland
Horizon	Laurel Hill	Hillcrest Sheridan
Liberty	Lords Park	Huff
Nature Ridge	Oakhill	Illinois Park
Otter Creek	Ridge Circle	Lowrie
Prairieview	Woodland Heights	McKinley
Spring Trail		Ontarioville
Sycamore Trails		Parkwood
Wayne		Streamwood
		Sunnydale
		Washington

¹⁰On information and belief, for the 2003-04 school year the racial composition for minority students at the elementary school level was 36.6% Hispanic and 7.2% black and at the middle school level is 33.4% Hispanic and 11% black.

Racial Identifiability of U-46 Middle Schools (Range 29-59%), 2003-04

<u>Majority</u>	<u>Minority</u>	<u>In Compliance</u>
Eastview	Ellis	Abbott
	Larsen	Canton
	Tefft	Kimball

47. Given its previous relationship with OCR and the ISBE, the District possessed a heightened awareness of its on-going duty to provide equal educational opportunities to Hispanic, Hispanic LEP, and other minority students.

48. Despite its duty and heightened awareness, the District again and again has put the interests of its white students above that of Hispanic, Hispanic LEP, and other minority students:

- a. From the mid-1970's until the end of the 2003-04 school year, the District closed schools in minority neighborhoods, failed to sufficiently build additions onto existing schools in minority neighborhoods, and failed to sufficiently build new schools in minority neighborhoods, despite data that showed stable or increasing populations in the same neighborhoods.
- b. After failing to provide adequate capacity in minority neighborhoods, the District transported Hispanic, Hispanic LEP and other minority students out of their neighborhoods to available seats in white neighborhood schools, thereby placing the brunt of transportation burdens upon minority students.

B. The 2004-05 Redistricting Plan Continues the District's Past Practices of Placing Inequitable Burdens on Hispanic and Hispanic LEP Students.

The District Rushed the Adoption of Redistricting Plan

49. In late 2003 the District announced it intended to develop a redistricting plan.

50. Approximately in mid-January 2004, the Demographic Report by McKibben and Gann, a new attendance boundary map, and the recommendation to close two elementary schools, Woodland Heights and Century Oaks, were presented to the Board. See Exhibit 2, Executive Summary of Demographic Report. Simultaneously, the same materials were referred to the District

Administration for review and assigned for processing through the Enrollment & Facilities ("E & F") Committee.

51. Approximately two weeks before adopting the Redistricting Plan, the Board substituted for school closure Illinois Park, a school with a predominantly minority population and K-6 LEP program, in place of Century Oaks, a school with a larger white student population.

52. By approximately March 15, the proposed boundaries had been rushed through the E & F Committee, the Citizens Advisory Committee ("CAC"), perfunctory public meetings, and Board adoption and approval (6-1).

53. In its final form, the Redistricting Plan¹¹ consisted of the following:

- a. Redefining attendance boundaries, with all elementary and middle school student assignment changes effective for the 2004-05 school year;
- b. Closing two elementary schools, Woodland Heights and Illinois Park;
- c. Opening three elementary schools in new buildings, schools "D," "F," and "E;" and,
- d. Opening a new middle school.

54. In preparing to open three new elementary schools outside of minority neighborhoods for the start of the 2004-05 school year, the District planned to enforce a strict neighborhood attendance boundary assignment system, thereby permitting only students living in white neighborhoods to almost exclusively reap the benefits of the new construction, despite the fact that all property tax-paying residents within the District boundaries contributed to the building of the

¹¹The term Redistricting Plan is used loosely in this Complaint. Redistricting plans typically include detailed information, including specified goals and procedures. The U-46 plan consisted only of a map and demography study.

schools and despite that fact many minority neighborhood schools were and continue to be overcrowded.¹²

55. Along the way, the Board ignored outcries and concerns from the community, including several officials from the City of Elgin, the editorial boards for the two major newspapers (the *Courier* and the *Daily Herald*), the teachers' union for U-46, and several members of the CAC. To slow down the process in order to develop a more appropriate plan for all U-46 students, including consideration of ethnic and socio-economic diversity in schools.

56. The District's recent student assignment efforts cannot be characterized as "ending forced diversity." Rather, the new efforts, at best, can be characterized as reducing some transportation burdens but creating new and different educational burdens for Hispanic, Hispanic LEP, and other minority students.

The District Failed to Consider LEP Issues in the Development of Redistricting Plan

57. On information and belief, the District instructed Jerome McKibben, of Gann-McKibben Demographic Consulting, the firm retained to conduct a demography study of U-46, not to review racial and ethnic information in conjunction with a demographic analysis. These instructions to McKibben, on information and belief, were made despite information from the District's counsel that race and ethnicity were legitimate and permissible factors for review under a redistricting effort.

¹²After counsel for named Plaintiffs raised concerns over the District's failure to provide for voluntary transfers under the Redistricting plan, the District has changed its policy to permit students attending schools with high percentages of low-income students to transfer to under-capacity schools. At this time, it is unclear whether the District has actually made this option available to families.

58. Consideration of race and ethnicity in a school district's demography study is consistent with current federal case law. The United States Supreme Court recently held that a compelling state interest exists in the attainment of diverse student bodies in educational institutions. *Grutter v. Bollinger*, 539 U.S. 306, 123 S.Ct. 2325, 2339-40 (2003). The Supreme Court further stated that the benefits of diversity are "substantial" and include: promoting cross-racial understanding; breaking down racial stereotypes; promoting learning outcomes and better preparing students to function in an increasingly diverse workforce and society. *Id.*

59. Reviewing race and ethnicity for growth purposes is not inconsistent with the District's stated goal of establishing neighborhood schools. Even where attendance zones for student enrollments are to be designed by neighborhoods, future enrollments will be impacted significantly by differences in rates of relocation, live annual births, grade retention, and dropout, which differ from racial group to racial group and ethnic group to ethnic group.

60. Ironically, McKibben and Gann provided a *gender* distribution analysis but no information on the racial or ethnic population of the city, its suburbs, or the public schools.

61. Ultimately, use of the McKibben and Gann Report as the basis for redistricting may result in unstable attendance zones since the steady growth of the Hispanic and Hispanic LEP population was not considered in the demographic study.

Selection of Schools for Closing Defies Data and Increases the Degree of Racial Segregation

62. According to the Demography Report, schools in non-minority communities with projected declining enrollments include the following:

Elementary Schools with Declining Enrollments

Bartlett
Centennial
Creeside
Fox Meadow
Glenbrook
Hanover
Hillcrest
Horizon
Huff
Prairieview
Sheridan
Spring Trail
Sunnydale
Sycamore Trails
Wayne

See Exhibit 3, Population Growth (Projected Through 2014, McKibben and Gann).

63. Yet, McKibben recommended closing Woodland Heights and Century Oaks, schools in or near minority neighborhoods with stable or increasing student enrollments instead of other schools in white neighborhoods with declining student enrollments. Despite this fact, the Board adopted McKibben's recommendation to close Woodland Heights School. Further, the Board compounded the problems attendant to McKibben's recommendation by substituting Illinois Park School for the recommended Century Oaks School, a decision which resulted in the closure of a predominantly minority school with a K-6 LEP program instead of a school with a larger white enrollment.

64. In redefining the boundaries, the Plan also increases the degree of racially identifiable schools in minority and white neighborhoods.

The District's Stated Purposes for Redistricting Are Not Supportable and the Proposed Ameliorative Measures Are Ineffective and Pretextual

65. According to the District, the rationales provided for redistricting were to end "forced diversity," create neighborhood schools, and reduce transportation costs.

66. On information and belief, however, the most significant transportation burdens exist in U-46 as a result of the District's continuing pattern and practice of overutilization of schools in minority communities, and the resulting overcrowding which forces minority students, particularly Hispanic LEP students, to be transported to available seats in underutilized schools in more predominately majority U-46 communities. In other words, minority children were not in recent years bused for the purpose of creating diversity in U-46. Minority children were bused out of their communities because the District failed to site and maintain sufficient school capacity in minority neighborhoods.

67. In regard to the estimated potential savings from the reduction of transportation costs, the benefit is only estimated at between \$300,000 and \$400,000. See Exhibit 4, Memo dated March 15, 2004, from J. Feuerborn to C. Neale and Board of Education. With total revenues of approximately \$294,715,935 for the 2003-04 school year, a potential savings of \$300,000 to \$400,000 (one-tenth of one percent) is a *de minimis* amount and does not outweigh the potential educational harm of increasing the low-income-student levels of approximately 10 U-46 schools which already have high levels of low income and Hispanic LEP students.¹³ Moreover, transportation costs, for the most part, are reimbursed by the State of Illinois Board of Education and

¹³The District's terminology for some of these schools is "targeted" or "priority" schools.

any reduction in transportation costs is unlikely to translate into significant funds for general education use.

68. Although the District claims its redistricting efforts will result in neighborhood schools wherein parents are more likely to be involved, educational research does not support a direct correlation between neighborhood schools and increased parental involvement.¹⁴

69. While Plaintiffs do not believe that poverty and LEP status control students' abilities to learn, research indicates that significant resources must be provided in learning environments that maintain high numbers of low income and LEP students in order for such schools to be successful.

70. While Plaintiffs also agree that decreasing transportation burdens on Hispanic LEP students should be a goal of the District, it should not result in educationally unsound increased class sizes and other programmatic problems.

71. Although the District contends it is providing increased programming for "targeted schools," the actual resources for students are clearly insufficient to address the educational challenges created by the Redistricting Plan:

- a. Despite claims regarding an increase in Title I dollars, U-46 receives its Title I allocations on a districtwide and not a school basis. Thus, Title I dollars "follow the child" and while Title I allocations may increase for "targeted"

¹⁴As noted in a recent Harvard University study, neighborhood schools do not correlate to increased parental involvement or improved achievement. Jellison, J. (1996). *Resegregation and Equity in Oklahoma City*. Cambridge: Harvard Project on School Desegregation (finding that an increase in parental involvement was not the result of the Oklahoma City School District's return to neighborhood schools and that neighborhood schools had not resulted in improved achievement).

Another study conducted by Harvard University found "that contrary to the court-accepted school board argument, an end to mandatory busing does not necessarily trigger an increase in parental involvement." Meldrum, C. & Eaton, S.E. (1994) *Resegregation in Norfolk, Virginia. Does Restoring Neighborhood Schools Work?* Cambridge: Harvard Project on School Desegregation (finding that since busing in the Norfolk schools ended in 1996, parental involvement in the newly resegregated schools declined by 29% since 1992).

schools so too will the number of students in need of services at those schools. Ultimately, each student assigned to a "targeted school" will receive the same dollar allocation as he or she would have received had they remained in their 2003-04 assignment.

- b. Despite claims that "targeted schools" will receive assistance through the Stupski Foundation, these funds are limited to approximately \$670,000 of *in-kind* services such as training of staff and administrators. This amount clearly is insufficient to overcome the challenges created by such high levels of low income and LEP status students.
- c. Despite claims that the District will reduce class size at "targeted schools" to 25 students for K-2 and 28 for 3-5, this commitment by the U-46 administration was considered for only the 2004-05 school year and was not officially adopted by the Board.¹⁵ Smaller class size for only one year is inadequate to address the needs of students at the "targeted schools."¹⁶
- d. Despite claims by District officials that smaller class size will benefit students at "targeted schools," the by-product of the smaller class sizes at "targeted schools", according to District counsel, will be the use of portable classrooms. Thus, any benefit the smaller class size might have afforded students at "targeted schools" is likely to be diminished by the effect of the lesser educational quality of the portable classrooms.
- e. Despite District claims that "targeted schools will be eligible for additional grants and programs," the normal period to apply for such funds has passed for the 2004-05 school year. Thus, whether targeted schools will receive additional grant or foundation funds for the 2004-05 school year is based on mere speculation.

¹⁵Although the District commonly reports it maintains a class size of 30 throughout U-46 elementary schools, information obtained from ISBE School Report Cards indicate that average class sizes vary throughout the District, i.e., Bartlett had a 1st grade average of 21.0 students and Lowric had a 1st grade average of 26.0 students.

¹⁶According to information provided by the District's counsel, U-46 is no longer committed to providing grades 3-5 with class sizes of 28 and is only providing grades K-2 at targeted schools with smaller class sizes of 25. Also, from reports from parents of students enrolled at Channing, one of the District's designated "targeted schools" that is year round and started classes in July 2004, some K-2 classes have as many as 32 students.

72. Effectively, the District has substituted one kind of unequal educational opportunity for another, forcing an untenable result -- first Hispanic, Hispanic LEP, and other minority students had to accept disproportionate burdens of over-utilized schools and now they are forced to accept the additional burdens of poorer LEP services and additional academic challenges associated with schools with high levels of low-income students.

73. Initially, the District defended its hurried process under the guise it needed to finalize a Plan by March 1 in order to make staffing decisions. Despite this claim, the District did not reduce its teaching force significantly for the 2004-05 school year.

The Board's Actions Will Increase the Likelihood of Closures of "Targeted Schools" in the Near Future

74. It is extremely likely that one or more of the existing U-46 schools on the ISBE watch or warning list will continue not to make the required annual yearly progress under the No Child Left Behind Act ("NCLBA").

75. The creation of high poverty, high LEP schools will make annual yearly progress under the federal No Child Left Behind Legislation extremely difficult for additional schools under the Redistricting Plan.

76. Rather than risking the loss of federal funding, the District is likely to opt to close one or more of these failing schools. Given the probability that schools in minority communities will remain overutilized, children attending the closing school(s) will most probably be reassigned to school(s) that are under-utilized in U-46 majority neighborhoods or to portable classrooms in schools in more minority neighborhoods.

Less Burdensome Alternatives Exist

77. Even when a District undertakes an extensive re-alignment of its schools' attendance boundaries, issues such as student mobility and changes in residential housing often undermine the stability of the new boundaries and over time result in re-drawing the boundaries and the mandatory re-assignment of students.

78. Alternative ways of alleviating and eliminating student displacement include creating student attendance zones that cluster several schools together for purposes of student assignments; building new schools with increased capacities within the impacted areas; allowing parents to choose where their children attend school within the constraints of class size and available seats; and/or adopting a new student assignment plan that is both proximity and choice based.

79. Unlike the District's Redistricting Plan, usually the best approach is to design a plan that employs a mixture of these elements and provides a long term, stable and equitable solution.

Current Modifications to Redistricting Plan Are Insufficient

80. In the summer of 2004 counsel for the named Plaintiffs contacted the District's counsel to discuss their potential claims. After months of negotiations, the parties reached a tentative settlement. However, in the eleventh hour, the District chose not to enter into a settlement.

81. The same day the Board opted not to enter a settlement with the named Plaintiffs and other clients represented by Futterman & Howard, Chartered at the time, the District announced "its own" efforts to revise its Redistricting Plan.

82. To a substantial extent the measures represented unilateral implementation of items recommended by Plaintiffs' counsel or developed in the negotiations.

83. The District's Plan, however, fails to address all of the issues raised by Plaintiffs' counsel during negotiations. For example, the Board now says it will permit voluntary transfers for low-income students from schools with high utilization rates to schools with lower utilization rates. Given that minority neighborhood schools have the highest low-income percentages, the transfers will, essentially, permit minority children to transfer out of their neighborhoods to white neighborhood schools. Thus, rather than mandatorily busing minority students, the District will now voluntarily bus minority students. Under either scenario, transportation burdens are disproportionately placed on minority students.

84. Subsequent to the Board modifications to the Plan, counsel for the named Plaintiffs continued their investigation and discovered additional claims including, but not limited to, the District's inadequate delivery of equal educational opportunities for Hispanic and Hispanic LEP students.

C. Redistricting Plan Negatively Impacts the District's Delivery of LEP Services

85. Due the District's failure to take into account population trends for Hispanic, Hispanic LEP, and other minority students, Hispanic LEP students are not provided equal access to educational opportunities under the Redistricting Plan.

86. More specifically, Hispanic LEP students face the following issues under the Redistricting Plan:

- a. Closure of Illinois Park and Woodland Heights Schools, two of the District's schools with LEP services, under the Redistricting Plan has led to increased crowding of Hispanic LEP programs in Hispanic and minority neighborhood schools.

- b. Students ready to transition to regular education are being held in LEP classes because there are no available seats in regular classes, which are overcrowded due to the District's Redistricting Plan.
- c. Due to overcrowded conditions at many neighborhood schools and corresponding LEP classes, parents are forced to choose between having their child attend their neighborhood school and waiving their children's right to LEP services, or having their children bused to a non-neighborhood school in order to receive LEP services.
- d. Hispanic LEP students continue to be required to move from school to school to obtain LEP services while regular education students are generally permitted stability of assignment from Kindergarten through grade 6.

D. The District Fails to Properly Provide LEP Services

87. In addition to the previously detailed instances of unequal delivery of educational opportunities, the District also fails its Hispanic LEP students in the areas of special education and within-school integration.

88. On information and belief, at some District schools Hispanic LEP students are impermissibly segregated from other regular education students for non-LEP instruction.

89. The within-school segregation of LEP students from regular education students causes educational harms to students and interferes with the LEP students' ability to participate in all of the District's educational programs.

90. On information and belief, Hispanic LEP students in need of special education referrals are not being reviewed as required by state and federal laws.

91. On information and belief the District does not make an adequate number of referrals to special education for students who may be in need of services.

92. On information and belief, if referrals are made for Hispanic LEP students, the time taken for the referral process significantly delays delivery of services when services are required for students.

93. Failure to provide adequate and timely special education services to Hispanic LEP students impedes students' abilities to overcome language barriers.

COUNT 1
Equal Education Opportunity Act of 1974

94. Plaintiffs repeat and reallege each and every Substantive Allegation above as if fully set forth herein.

95. Section 1703 of the Equal Education Opportunity Act of 1974, 20 U.S.C §1701 et. seq. provides in relevant part:

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by . . . the deliberate segregation by an educational agency of students on the basis of race, color, or national origin among or within schools; . . . [or] the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

96. The Defendant's actions and inactions as set forth in the Substantive Allegations, *supra*, caused and perpetuated unlawful denial of educational opportunities for Hispanic LEP students attending U-46 schools.

97. Through its actions and inactions the District has not taken appropriate steps to overcome language barriers that impede equal participation in its instructional programs including, but not limited to, sufficiently identifying students for LEP services, providing on-going LEP services, or exiting students from LEP services.

98. The conduct of the Defendant described in this Complaint violated the rights of the Plaintiffs under the Equal Education Opportunity Act.

COUNT 2:
14th Amendment of the United States Constitution

99. Plaintiffs repeat and reallege each and every Substantive Allegation above as if fully set forth herein.

100. The Fourteenth Amendment of the United States Constitution provides in relevant part:

No state shall make or enforce any law which shall . . . deny to any person within its jurisdiction the equal protection of the laws.

101. The Defendant's actions and inactions as set forth in the Substantive Allegations, *supra*, caused and perpetuated unlawful discrimination against Hispanic students in the U-46 schools.

102. The Defendant's actions and inactions contributed to discrimination against Hispanics relative to, but not limited to, student assignment, transportation, and facilities and educational programs affecting LEP students.

103. The Defendant engaged in the conduct described in this Complaint knowingly and with discriminatory intent.

104. The conduct of the Defendant described in this Complaint violated the rights of the Plaintiffs under the Fourteenth Amendment to the Constitution of the United States and 42 U.S.C. §1983.

COUNT 3:
The Equal Protection Clause of the Illinois Constitution

105. Plaintiffs repeat and reallege each and every Substantive Allegation above as if fully set forth herein.

106. Article I, Section 2 of the Illinois Constitution provides in relevant part:

No person shall be deprived of life, liberty or property without due process of law nor be denied the equal protection of the laws.

107. The Defendant's actions and inactions set forth in the Substantive Allegations, supra, caused and perpetuated unlawful discrimination against Hispanic students in District U-46.

108. The Defendant's actions and inactions deprived those students of equal educational opportunities. The Defendant's actions and inactions contributed to discrimination against Hispanic students relative to, but not limited to, student assignment, facilities, transportation, and educational programs affecting LEP students.

109. The Defendant engaged in the conduct described above knowingly and with discriminatory intent.

110. The conduct of the Defendant described above violated the Equal Protection rights of the Plaintiffs under the Illinois Constitution.

COUNT 4:
Illinois Civil Rights Act of 2003

111. Plaintiffs repeat and reallege each and every Substantive Allegation above as if fully set forth herein.

112. The Illinois Civil Rights Act states in relevant part:

(a) No unit of State, county, or local government in Illinois shall:

- (1) exclude a person from participation in, deny a person the benefits of, or subject a person to discrimination under any program or activity on the grounds of that person's race, color, or national origin; or
- (2) utilize criteria or methods of administration that have the effect of subjecting individuals to discrimination because of their race, color, or national origin.

....

(d) For the purpose of this Act, the term "prevailing party" includes any party:

- (1) who obtains some of this or her requested relief through a judicial judgment in his or her favor;
- (2) who obtains some of his or her requested relief through any settlement agreement approved by the court; or
- (3) whose pursuit of a non-frivolous claim was a catalyst for a unilateral change in position by the opposing party relative to the relief sought.

113. The Defendant's actions and inactions as set forth in the Substantive Allegations, *supra*, caused and perpetuated unlawful discrimination against Hispanic students in the U-46 schools.

114. The Defendant's actions and inactions contributed to the exclusion of and discrimination against Hispanic students relative to, but not limited to, student assignment, transportation, facilities, and educational programs affecting LEP students..

115. Alternatively, the Defendant's actions and inactions utilized criteria or methods of administration that have the effect of subjecting Hispanic students to discrimination.

116. Plaintiffs' pursuit of their claims out of court with the Defendant from July 2004 until November 2005 resulted in Defendant modifying its Redistricting Plan on approximately November

10, 2004, or was a catalyst for a unilateral change in position by the District relative to the relief sought.

DEMAND FOR JUDGMENT

117. The actions of the Defendant, as described above, deny equal protection of the law and equal educational opportunity to U-46 Hispanic students in violation of the Equal Education Opportunity Act of 1974; the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution; the Equal Protection Clause of the Illinois Constitution; and the Illinois Civil Rights Act of 2003. Unless restrained by order of this Court, the District will continue to maintain and operate the U-46 public schools in violation of the Constitution and laws of the United States and the State of Illinois, resulting in severe and irreparable harm. Plaintiffs have no adequate remedy at law.

PRAYER FOR RELIEF

WHEREFORE, it is prayed that this Court:

- a. Issue a temporary restraining order, and then a preliminary injunction, prohibiting the Defendant from selling or leasing Illinois Park and Woodland Heights Elementary Schools.
- b. Issue a preliminary injunction enjoining the community of Bartlett or any other community currently included within U-46 boundaries from separating from the District while this case is pending.
- c. Issue a preliminary injunction with respect to the school years 2004-05 and 2005-06 providing such other preliminary relief to Plaintiffs as the Court deems necessary and proper.

- d. Determine that this claim should proceed as a class claim on behalf of the Class described above, and, if appropriate, authorize proper notice to the Class.
- e. Declare the policies, practices, actions and omissions of the District alleged in this Complaint in violation of the Constitution and the laws of the United States and the State of Illinois.
- f. Issue a preliminary and/or permanent injunction enjoining the Defendant from discrimination against students on the basis of race and ethnic origin, and from continuing to operate a racially discriminatory school system, and requiring Defendant to implement such plan of remediation as this Court may deem necessary and proper to remedy the discriminatory conduct by the Defendant.
- g. Issue a preliminary and/or permanent injunction enjoining the Defendant from actions that have the effect of discriminating against students on the basis of race and ethnic origin, and from continuing to operate a racially discriminatory school system, and requiring Defendant to implement such plan of remediation as this Court may deem necessary and proper to remedy the discriminatory conduct by the Defendant.
- h. Award Plaintiffs their costs, including expert witness fees and attorneys' fees.
- i. Award such other preliminary and permanent relief as the Court may deem necessary and proper to remedy the unequal educational opportunities and the discriminatory conduct of the District.

Respectfully submitted,



One of Plaintiffs' Attorneys

Date: February 7, 2005

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PLAINTIFFS' EXHIBIT 1

2/7/2005

RACE COMPOSITION 1990 COMMUNITY					
TOWNS	POPULATION	WHITE	AFRICAN AMERICAN	ASIAN/PACIFIC ISLANDER	PERCENT WHITE
Bartlett village	36,706	32,020	725	2,024	7.49
Cook County (part)	12,196	10,494	319	939	10.31
DuPage County (part)	24,508	21,524	406	1,085	6.08
Kane County (part)	2	2	0	0	0.00
Carol Stream village, DuPage County	40,438	31,749	1,716	4,055	14.27
Elgin city	94,487	66,600	6,427	32,430	41.12
Cook County (part)	20,474	14,594	1,167	6,080	35.40
Kane County (part)	74,013	52,006	5,260	26,350	42.71
Hanover Park village	38,278	26,077	2,348	10,233	32.87
Cook County (part)	20,755	14,299	1,174	7,507	41.83
DuPage County (part)	17,523	11,778	1,174	2,726	22.26
Hoffman Estates village	49,495	36,837	2,166	5,198	14.88
Cook County (part)	49,495	36,837	2,166	5,198	14.88
Kane County (part)	0	0	0	0	0.00
Schaumburg village	75,386	59,391	2,526	3,988	8.64
Cook County (part)	75,386	59,391	2,526	3,988	8.64
DuPage County (part)	0	0	0	0	0.00
South Elgin village, Kane County	16,100	13,850	415	1,664	12.91
St Charles City	27,896	26,169	462	1,535	7.16
DuPage County (part)	169	159	4	4	4.73
Kane County (part)	27,727	26,010	458	1,531	7.17
Streamwood village, Cook County	36,407	28,225	1,398	6,108	20.62
Wayne village	2,137	2,026	8	80	4.12
DuPage County (part)	1,303	1,227	8	44	3.99

2/7/2005

RACE					
WHITE					
BLACK					
HISPANIC					
ASIAN					
PACIFIC ISLANDER					
TOTAL					
Kane County (part)	834	799	0	36	4.32
West Chicago city, DuPage County	23,469	18,271	395	11,405	50.28
* Source: U.S. Census Bureau, Census 2000 Redistricting Data (Public Law 94-171) Summary File, Matrices PL1 and PL2. http://factfinder.census.gov/servlet/GCTTable?_bm=y&-context=gct&-ds_name=DEC_2000_PL_U&-CONTEXT=gct&-mt_name=DEC_2000_PL_U_GCTPL_ST7&-tree_id=803&-redoLog=false&-_caller=geoselect&-geo_id=04000US17&-format=ST-7&-lang=en					

PLAINTIFFS' EXHIBIT 2

ILLINOIS SCHOOL DISTRICT U - 46
DEMOGRAPHIC PROJECTIONS, 2003 - 2013

Prepared by:

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January 2004

EXECUTIVE SUMMARY

1. Fertility rates for Illinois School District U-46 over the life of the projections are below replacement levels.
2. Most in-migration to the district occurs in the 0-to-14 and 30-to-45 age groups.
3. The 18-to-24 year old population continues to leave the district, going to college or moving to other urban areas.
4. The primary factor causing the district's enrollment to grow at a slower than replacement level rate is the continued out-migration of 18-to-24 year olds and the slowing in-migration of young families.
5. Changes in year-to-year enrollment largely will be due to larger cohorts entering and moving through the system.
6. As in-migration of young families slows and the larger grade cohorts move through the system, total enrollment will continue to grow, although at a slower rate over the next 10 years. Total enrollment will increase by 2,908 students, or 7.7%, between 2003-04 and 2008-09. Total enrollment will grow an additional 747 students, or 1.8%, from 2008-09 to 2013-14.

INTRODUCTION

By demographic convention, a distinction is made between a projection and a forecast; a projection extrapolates the past and present into the future with little or no attempt to take into account any factors that may impact this extrapolation (e.g., changes in fertility rates or migration patterns). A forecast results when a projection is modified by judgment to take into account such factors and changes.

The results of this study are to be used as a planning tool; therefore, the ultimate goal is not merely to project the past into the future, but to assess what the likely future may be. Not all of the historical trends have been extended throughout the study period without modification. Forecaster's judgment has been used to modify some of the demographic trends to more accurately take into account likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; but the two terms will be used interchangeably throughout the report.

When calculating population projections of any type, and particularly for "small" populations such as a school district, reasonable assumptions must be made as to what the future will bring. The demographic history of the school district in relation to the social and economic history of the area is the starting point and basis of most of these assumptions. The unique characteristics that affect each district's demographic make-up and change over time must be accounted for and assumed to be factors throughout the life of the projection series. Furthermore, no two populations, particularly school districts, are exactly alike.

The first part of the report will examine the assumptions made in calculating the population projections for Illinois School District U-46. The remainder of the report is an

explanation and analysis of the district's population projections and how they will affect the district's grade level enrollment projections.

ASSUMPTIONS

For these projections, the mortality probabilities are held at 2000 levels. Death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, no significant changes are foreseen in district mortality rates between now and the year 2013.

Fertility rates are assumed to stay fairly constant for the life of the projections. The total fertility rate (TFR), the average number of births a woman will have in her lifetime, is estimated to be 1.96 for the total district for the ten years of the population projections. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, over the course of the projection period, fertility will not be sufficient, in the absence of migration, to maintain the current level of population within Illinois School District U-46.

The pattern of net migration is assumed to be nearly constant throughout the life of the projections. While the number of migrants has changed in past years for the school district, the basic age pattern of the migrants has stayed nearly the same over the last 20 years, and is expected to remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group, as young adults leave the area to go to college or move to other urban areas. Most of the local in-migration occurs in the 0-to-14 and 30-to-45 age groups, young

adults and their children

The projections also assume the current economic, political, social, and environmental factors of the district remain the same through the year 2013. In particular, the projections assume that throughout the study period:

- a. there will be no short term economic recovery in the next 18 months and no further deterioration of the economic recession;
- b. interest rates have reached an historic low, and will not fluctuate more than one percentage point in the short term;
- c. there will be no building moratorium within the district;
- d. business within the district will remain viable;
- e. housing turnover rates (i.e., sale of existing homes in the district) will remain at their current levels;
- f. private school attendance rates will remain constant; and
- g. there will be no major infrastructure changes.

If a major employer in or near the district either moves out of the area or expands its operations, the population projections would need to be adjusted to reflect the changes brought about by the change in economic conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, etc.), further economic downturn, or any instance or situation that causes rapid and dramatic change that could not be foreseen at the time of the projections.

The high proportion of high school graduates from the Illinois School District U-46 that continue on to college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for

the extremely high out-migration in the 18-to-24 age group and was taken into account when calculating the projections. This out-migration of graduating high school seniors is expected to continue over the period of the projections, and the rate of out-migration has been projected to remain the same over the life of the projection series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the projection period. For example, if 1,000 births are projected for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year differences may occur, but overall trends are expected to hold.

DATA

The data used for the projections came from a variety of sources. Enrollments-by-grade and attendance center were provided by the Illinois School District U-46 for school years 2000-01 to 2003-04. Birth and death data were obtained from the Illinois Department of Health for the years 1995 through 2000. The net migration values were calculated using Internal Revenue Service migration reports for the years 1990 to 2000.

The data used for the calculation of migration models came from the United States Bureau of the Census, 1985 to 2000, and the models were assigned using an eco-demographic system. The base age-sex population counts used were the results of the 2000 Census.

To develop the projection models, past migration patterns, current birth patterns, rate and type of existing housing unit sales, and future housing unit construction were primary variables. In addition, the change in household size relative to the age

structure of the projection area was addressed. While there was a substantial drop in the average household size in all areas of the state during the previous 20 years, the rate of this decline has been projected to slow over the next ten years.

METHODOLOGY

The population projections presented in this report are the result of using the Cohort-Component Method of population forecasting (Shryock, Siegel, and Stockwell, 1976: 439-482). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment. Strictly speaking, a cohort-component projection refers to the future population that would result if a mathematical extrapolation of historical trends were applied to the components of change (i.e., births, deaths, and migration). A cohort-component forecast refers to the future population that is expected because of a conscious selection of the components of change believed to be the most likely that the population will experience. As also stated in the **INTRODUCTION**, results of this study are forecasts, but the two terms, projection and forecast, will be used interchangeably in this report.

Five sets of data are required to generate population and enrollment projections.

These five data sets are:

- a. a base-year population (here, the 2000 Census population for the Illinois School District U-46 and its attendance areas);
- b. a set of age-specific fertility rates for all attendance areas to be used over the forecast period;
- c. a set of age-specific survival (mortality) rates for all attendance areas;
- d. a set of age-specific migration rates for all attendance areas; and

e. historical enrollment figures by grade for all attendance areas.

The most difficult aspect of producing enrollment projections is the generation of the population projections in which the school age population (and enrollment) is embedded. In turn, the most difficult aspect of generating the population projections is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Illinois School District U-46 and the thirty-nine elementary attendance center districts are classified as "small area" populations (as compared to the population of the state of Illinois or to that of the United States). Small area population projections are more difficult to make because the local variations in fertility, mortality, and migration may be much wider than those at the national scale. Especially difficult to project are migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change current patterns (Peters and Larkin, 2002.)

The population projections were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the demographic characteristics of the attendance center districts and the total Illinois School District U-46.

The enrollment projections were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were

calculated for grades two through twelve.

The survivorship rates were modified, or adjusted, to reflect the average rate of projected in-migration of 5-to-9 and 10-to-14 year olds to each of the attendance centers for the period 1998 to 2003. These survivorship rates then were adjusted to reflect the projected changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2003 to 2008. The survivorship rates were adjusted again for the period 2008 to 2013 to reflect the predicted changes in the amount of age-specific migration in the districts for the period.

The projected enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population projection at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of projected population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the projections (McKibben, 1996). The level of accuracy for both the population and enrollment projections at the school district level is estimated to be $\pm 2.5\%$ for the life of the projections.

RESULTS AND ANALYSIS OF THE POPULATION PROJECTIONS

From 2000 to 2010, the populations of Illinois School District U-46, the state of

Illinois, and the United States are projected to change as follows. Illinois School District U-46 population will increase by 12.4%, Illinois will grow by 5.1%, and the United States increase by 10.7% (see Table 1).

Table 1: Projected Population Change, 2000 to 2010

	2000	2005	2010	Change
U.S. (in millions)	281	295	311	10.7%
Illinois	12,419,293	12,742,000	13,053,000	5.1%
U-46	209,959	223,370	235,980	12.4%

A number of general demographic factors will influence the growth rate of the Illinois School District U-46 during this period, and include the following:

- a. the Baby Boom generation will have passed through prime childbearing ages by 2003, thereby reducing the overall proportion of the population at risk of having children;
- b. the remaining population in childbearing ages (women ages fifteen to forty-five) will have fewer children;
- c. the 18-to-24 year old population, in prime childbearing ages, will continue to leave the area to go to college or to more urban areas, with the magnitude of this out-migration flow slowly increasing; and,
- d. the median age of the district will continue to increase.

The district population is projected to grow during the period 2000 to 2010 with the Illinois School District U-46 continuing to experience significant in-migration, i.e., the movement of new young families into the district. However, the size and age structure of the pool of potential in-migrants will change and the demographic impact of the in-

migration of families will be greatly offset by the continued steady out-migration of young adults as graduating seniors continue to leave the district.

From 2000 to 2005, the Illinois School District U-46 population is projected to increase by 13,411, or 6.4%, to 223,370. From 2005 to 2010, the population is projected to continue to increase by 12,610 persons or 5.6%.

While all elementary districts will see some amount of gross in-migration, (primarily in the 0-to-10 and 25-to-35 age groups, meaning, young families) all districts also will continue to see gross out-migration. This out-migration primarily will be young adults, 18-to-24 years old, as graduating seniors continue to leave the district to go to college or seek employment in larger urban areas.

As stated in the **ASSUMPTIONS** and emphasized above, the impact of the high proportion of high school graduates that leave the district to continue on to college or to seek employment in large urban areas is significant to the size and structure of the future population of the district. Up to 70% of all births occur to women between the ages of 20 and 29. As the graduating seniors continue to leave the district, the number of women at risk of childbirth during the next decade declines.

As a general rule of thumb, for every two seniors that leave the district, one new household must move into the district to replace the young adults that have left and to replace the lost potential fertility. Over the course of the projection period, the average number of graduating seniors will be approximately 2,000 per year. Using the general rule, approximately 800 new families will be required to move into the district every year, or 8,000 new families for the ten-year study period, to replace the graduating seniors and their lost fertility. It is projected that this young family in-migration will be

greatly offset by the steady out-migration of young adults, and that the total number of births will decline slightly throughout the projection period.

Another factor that needs to be considered is the birth dynamics of the last 20 years. An examination of national birth trends shows that there was a large "Baby Boomlet" born between 1980 and 1995. This Boomlet was nearly as large as the Baby Boom of the 1950s and 1960s. However, unlike the Baby Boom, the Boomlet was a regional and not a national phenomenon (McKibben, et. al. 1999). Because Illinois experienced a modest Baby Boomlet, most of the expected enrollment growth will have to result from in-migration and not from an increase in the cohort size of school age children.

As a result of the "empty nest" syndrome, Illinois School District U-46 will see a steady rise in the median age of its population, even while the district continues to attract some new young families. It should be noted that many of these "childless" households are single persons and/or elderly. Consequently, even if many of these housing units "turnover," they will add little to the number of school age children in the district.

It is important to note that an increase in the housing stock does not necessarily imply an equivalent increase in the population. Several factors are responsible for the difference between growth in population and growth in housing stock. Included among these factors are: people building new "move up" homes in the same area; children moving out of their parents homes and establishing residence in the same area; the increase in single-individual households; and divorce, with both parents remaining in the same area.

Typologies used in the Calculation of the Population Projections

Each of the 50 elementary, middle school and high school attendance areas were examined to ascertain the dominate social, economic and demographic factors that would affect population change and enrollment trends over the next ten years. While every attendance area exhibited characteristics unique to that area, it was possible to categorize the areas into six general typologies. These typologies are used to help identify attendance areas that will experience similar population and enrollment changes due to common social, economic, and demographic elements.

One issue that is important to consider is that the typology assigned to middle and high school areas may conflict with the typologies of the elementary areas that are included in those areas. Each area is assigned a typology independently. In the case of the middle and high school areas, the dominate trends of some of the contributing elementary areas conflict with each other. This in effect creates a different overall composition and demographic trend for the larger middle and high school districts.

The following is a brief description of each typology and the criteria used to assign attendance areas to each group. Assignment of the attendance areas to each typology was determined primarily by nine variables: the age/sex composition of the area, the amount of new housing construction, presents and magnitude of multi-family housing, median household income, average age of householder, number of children currently under eighteen years old, the proportion of the population age sixty-five and older, the proportion of housing units that are rental, and the predominate age specific net migration pattern of the area. Consult Appendix A for a complete listing of attendance areas by typology.

Suburban-Stable - This category includes all areas whose major demographic trends are dominated by the construction of new housing units over the last ten years. These areas feature a large number of adults (30 to 45 years old) whose households almost always have school age children and/or preschoolers.

However, the rate of new home construction for these areas has either been greatly reduced or has stopped altogether. While there is still some in-migration to the area, it is insufficient to produce any large-scale enrollment growth, particularly compared to that of the previous decade.

Suburban-Growth - This category includes all areas whose major demographic trends are dominated by the construction of new housing units. These areas feature a large number of adults (30 to 45 years old) whose households almost always have school age children or preschoolers. They also are experiencing large scale and rapid population and enrollment growth due to very high levels of in-migration. The vast majority of the population in these areas is in the 0-to-14 and 30-to-40 year old age groups. As each new subdivision is develop and settled a new wave of in-migrants with similar characteristics move in.

There are two additional factors that need to be considered for these types of areas. First, the large-scale population and enrollment growth will continue only so long as the current level of new housing construction is maintained. Once this construction stops so does most of the in-migration. Given that the vast majority of the housing stock is less than 10 years old, there is little possibility of much housing turnover.

The second issue is the relatively high cost of new housing in most of these

areas. As the cost of housing increases, the average number of children per household decreases. Further, the adults that tend to buy these houses are usually in their late 30s or 40s. Their children tend to be of middle or high school age. Consequently, even though there would be an in-migration flow, the impact on the elementary level enrollment patterns are minimal.

Stable Households - As the title implies, these are the attendance areas that tend to have steady levels of both population and enrollment. These areas have a fairly even distribution of population across all age cohorts. There is enough in-migration to keep both the enrollment and population fairly constant. However, this migration flow is not at a high enough level to maintain any amount of sustained growth.

Conversely, since the population is evenly distributed, the level of out-migration, primarily graduating high school students, does not have a significant or growing influence on the future population trends of the attendance areas. Indeed, one of the main characteristics of these areas is the fact that the number of children entering the school system, primarily in Kindergarten and first grade, is roughly equal to the number of student leaving the school system, mostly 12th grade graduates and dropouts, on a year to year basis.

Further adding to this stability are the fertility and net migration trends of the areas. These attendance centers all have net migration rates that are positive, but very low. They also have total fertility rates that are very close to replacement level. Because there are almost enough births occurring in these areas to maintain the level of population, only a small amount of net in-migration is needed to make up for the

short fall in births. These two trends work in concert to help maintain the current population, and consequently the enrollment, balance with little year to year change.

Young Families - The demographic trends of attendance areas in this group are clearly influenced by the presence of large numbers of apartments and condominiums located in the areas. Young family areas are noted by heavy in-migration of single people, 18 to 25 years old who wish to live in the district but can't yet afford to purchase their own homes. After age 30 the net migration flows out of the area as people in these households get married, have children and move to single family housing.

It is important to note that not all of the 18-to-25 year old in-migrants leave the area after age 25. This trend creates a slight aging effect on the area's total population over the next ten years. Further, not all of the young families leave as soon as they have children or after the children reach school age. There is however a constant out migration of young families resulting in a steady reduction of age cohort size as the children age through the elementary grades.

The demographic trends of these areas also have a major secondary effect on the future enrollment trends of the district as a whole. The vast majority of young families that move out of young family attendance areas move to other areas within Illinois School District U-46. Consequently, this internal migration flow has an impact on the enrollment trends of many other attendance areas, but has no net effect on the district as a whole. Given this inclination, a close examination of the population and enrollment trends of multi-family areas could be used as an excellent leading indicator for identifying changes in future enrollment trends in the rest of the district.

Low Household Size - These areas are characterized by large numbers of households headed by people ages 25-to-40. However, unlike other areas with this same population concentration, there is no corresponding large number of 0-to-14 year olds. Residences in these areas feature a very low average persons per family, and overall have a small proportion of households with persons under age 18.

Special Population - The presence of Judson College requires that the Century Oaks area have a unique fertility and migration model. College students tend to migrate into the area at age 18 and out-migrate by 24. This creates a permanent, but artificial bubble of population in the prime child bearing ages. The models for this area reflect the high levels of migration. Further, since college students rarely have children, the fertility models were adjusted to compensate for the area's low fertility rate.

RESULTS AND ANALYSIS OF ENROLLMENT PROJECTIONS

Elementary Enrollment

The total elementary enrollment of the district is projected to increase from 21,930 in 2003 to 23,613 in 2008, a rise of 1,683 students or 7.7%. From 2008 to 2013, elementary enrollment should decline by 595 students, or 2.5%, to 23,018; therefore growth over the 10-year projection period will increase 8.5%.

The demographic factors that will become the most influential over the next ten years are the number of empty nest households in the district, the rate and magnitude of existing housing unit "turn over" and each area's fertility rate. As elementary attendance areas become completely dependent upon existing home sales to attract

new families, the overall elementary enrollment trend of the district will decline. Thus, the best primary short- and long-term indicator for enrollment change in any area will be the year-to-year rate of housing turnover. Furthermore, if the Total Fertility Rates of all the attendance areas remain at their current low levels (and they are projected to do so) they will insure that enrollments will continue to decline even if the level of net out-migration is greatly reduced.

While these factors affect all of the elementary attendance areas to varying degrees, there are several specific population and housing characteristics that dominate selected areas of the district. The most obvious (and over emphasized) factor that affects enrollment change is the presence of large scale and consistent new home construction. Areas such as Bartlett and Hoffman Estates, which have experienced a large amount of new single family home construction, have also seen significant increases in their elementary enrollment.

Additionally, it is important to note that not all new housing construction results in a large increase in elementary enrollment. Frequently in cases where the home construction is primarily move up houses (priced \$200,000 or higher) the impact on enrollment is felt at the middle and high school levels. These homes are usually purchased by families who have completed their childbearing and the children they do have tend to be ages 12 and older.

Equally important are the factors of housing turn over and "family formation." Areas with existing homes that have a large proportion of housing units owned by their residents and have a large proportion of their homeowners age 65 or older are prime candidates to experience a growing amount of housing turn over. In Illinois School

District U-46, areas such as Coleman and Creekside are excellent examples of this trend. These areas, which would normally see a dramatic drop in their enrollment numbers as the number of households with school age children declines, will see moderate changes and long term stability in their student populations as young families move into formally empty nest housing units.

The Laurel Hill and Harriet Gifford areas provide good examples of family formation areas. These areas are characterized by high percentages of rental housing units and large concentrations of young adults. Young adults and/or the newly married move to these areas and establish households. Because the population is in prime child bearing ages, these areas also have both a high absolute number of births and a higher-than-the-district average birth rate. Later, as family size increases, these families often move to single family homes, usually moderately priced single family homes in other parts of the school district.

Consequently, these areas and others with similar characteristics, serve as feeder areas for other attendance areas in the district. This internal migration flow is far more important in determining future enrollment trends than the construction of new single family homes since an average of four existing homes are sold for every new home built. Indeed, a close examination of the year-to-year trends in the family formation areas will serve as an excellent bellwether for short- and medium-term changes in areas that depend on in-migration for enrollment growth.

Middle School Enrollment

The total middle school enrollment for the district is projected to grow from 5,929

in 2003 to 6,347 in 2008, a 418 student or 7.1% increase. Between 2008 and 2013 middle school enrollment is projected to grow to 6,853, an increase of 506 or 8.0%. There are two primary reasons why the middle school enrollment trends deviate from those of the elementary grades.

First, there are currently large grade cohorts enrolled in the elementary grades compared to the middle school grade cohorts. As these elementary cohorts "age" in to middle school, they increase the overall enrollment level. Note how the size of the incoming 6th grade class is always larger than the previous year's 8th grade class, which has now moved on to high school. As long as this "bubble" in the enrollment pattern exists, there will be to some degree an increase in middle school enrollment, particularly after the 2005-2006 school year.

The second factor is the change in the characteristics of the families moving in to the district and the ages of their children. As mentioned earlier, the cost of new and existing housing in the district is increasing at a significant rate. The families that buy and move into these houses tend to be older on average than first time home buyers. Consequently, their children are increasingly at the middle school ages when they move into the new house. This results in an increase in middle school enrollment where in the past most of this migration flow affected the amount of elementary enrollment.

High School Enrollment

Enrollment at the high school level is projected to grow from 10,069 in 2003 to 10,876 in 2008, an increase of 807 students or 8.0%. After 2008, the high school enrollment will continue to grow, although at a slightly slower rate. The net result for the

five-year period 2008-to-2013 will be an increase of 836 students or 7.7%

High school enrollment is the most difficult of all the grade levels to project. The reason for this is the varying and constantly changing dropout rates, particularly in grades 10 and 11. For these projections the dropout rates for each high school were calculated for each grade over the last five years. These five-year averages were then held constant for the life of the projection. The effects of any policy change dealing with any school's dropout rates (the current No Child Left Behind program is an excellent example) will need to be added or subtracted from the projection results.

The aforementioned effects of changes in cohort size on middle school enrollment are also affecting the growth patterns of the high school population. Until the current bubble of students passes through the high school grades, there will be continued growth at the district's high schools. It is important to note that the vast majority of the future high school enrollment growth will be a result of students aging into those grades. Specifically, students who already live in the district, and not immigration students ages 14 to 18, will be the primary cause of the projected increase in high school enrollment.

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Appendix C: Enrollment Projections

Bartlett Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	101	75	98	91	96	97	98	97	95	93	92	90	88	87
1	118	114	80	106	103	104	105	106	105	103	101	100	98	96
2	113	111	112	90	108	105	108	107	108	107	105	103	102	100
3	105	109	115	112	90	108	105	106	107	108	107	105	103	102
4	107	97	99	110	110	88	106	103	104	105	106	105	103	101
5	100	102	95	94	108	108	86	104	101	102	103	104	103	101
6	104	93	103	100	93	107	107	85	103	100	101	102	103	102
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	746	701	700	703	708	717	713	708	723	718	715	709	700	689
Total	746	701	700	703	708	717	713	708	723	718	715	709	700	689
Change	-45	-45	-1	3	5	9	-4	-5	15	-5	-3	-6	-9	-31
%-Change	-6.0%	-6.0%	-0.1%	0.4%	0.7%	1.3%	-0.6%	-0.7%	2.1%	-0.7%	-0.4%	-0.8%	-1.3%	-4.4%

Centennial Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	103	102	94	101	100	99	98	97	96	94	93	91	90	90
1	146	127	117	117	119	118	117	115	114	113	111	109	107	108
2	131	147	130	120	119	121	120	119	117	118	115	113	111	109
3	120	129	152	121	119	118	120	118	118	116	115	114	112	110
4	128	116	113	138	119	117	116	118	117	116	114	113	112	110
5	90	93	130	101	134	115	113	113	114	113	113	111	110	109
6	113	90	89	89	97	129	110	108	108	109	108	108	107	106
Spec Ed	10	13	7	10	10	10	10	10	10	10	10	10	10	10
Total	841	817	832	807	817	827	804	799	794	787	779	769	759	750
Total	841	817	832	807	817	827	804	799	794	787	779	769	759	750
Change		-24	15	-25	10	10	-23	-5	-5	-7	-8	-10	-10	-9
%-Change		-2.9%	1.8%	-3.0%	1.2%	1.2%	-2.8%	-0.6%	-0.6%	-0.9%	-1.0%	-1.3%	-1.3%	-1.2%

January 2004

Gann-McKibben Demographics

Century Oaks Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	47	75	76	100	101	103	104	108	105	104	103	102	102	101
1	88	78	68	80	105	107	110	111	113	112	111	110	109	108
2	75	86	74	63	78	103	105	108	109	111	110	109	108	107
3	83	70	78	78	62	77	102	104	107	108	110	109	107	105
4	82	108	89	101	90	72	88	114	114	116	114	117	116	113
5	78	92	110	95	103	92	73	90	118	116	118	115	118	117
6	81	73	81	85	89	97	86	69	85	109	109	111	108	111
Spec Ed	8	9	7	6	6	6	6	8	6	6	6	6	6	6
Total	542	591	583	806	834	857	874	708	755	762	781	779	774	788
Total	542	591	583	806	834	857	874	708	755	762	781	779	774	788
Change		49	-8	23	28	23	17	34	47	27	-1	-2	-5	-6
%-Change		9.0%	-1.4%	3.9%	4.6%	3.6%	2.6%	5.0%	6.6%	3.6%	-0.1%	-0.3%	-0.6%	-0.8%

Channing Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
0	71	76	87	81	115	130	145	160	162	163	161	158	155	148
1	97	77	81	96	109	121	135	149	163	165	166	164	161	158
2	78	92	70	102	103	117	131	144	156	170	170	169	166	163
3	73	65	86	74	109	111	126	140	153	164	177	175	172	166
4	72	60	63	74	78	116	119	135	150	161	171	182	179	174
5	80	71	63	65	78	82	123	126	143	158	166	174	184	181
6	60	66	81	60	67	80	85	127	130	146	159	169	177	188
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	531	507	531	552	659	757	864	981	1,057	1,125	1,170	1,191	1,194	1,180
Total	531	507	531	552	659	757	864	981	1,057	1,125	1,170	1,191	1,194	1,180
Change		-24	24	21	107	98	107	117	76	68	45	21	3	-14
%-Change		-4.5%	4.7%	4.0%	19.4%	14.9%	14.1%	13.5%	7.7%	6.4%	4.0%	1.8%	0.3%	-1.2%

January 2004

Gann-McKibben Demographics

Clinton Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	69	75	72	58	75	77	79	80	80	81	80	80	80	78
1	93	92	95	95	90	92	94	95	95	94	94	92	91	90
2	101	88	92	102	96	91	93	95	96	96	95	95	93	92
3	95	92	80	96	103	97	92	94	96	97	97	96	96	94
4	88	99	90	80	97	104	98	93	95	97	98	98	97	97
5	86	92	75	69	76	92	98	92	87	89	91	92	92	91
6	85	60	78	82	68	71	88	92	88	82	84	88	86	86
Spec Ed	11	11	7	12	12	12	12	12	12	12	12	12	12	12
Total	628	609	589	594	615	636	652	653	647	648	651	651	647	640
Total	628	609	589	594	615	636	652	653	647	648	651	651	647	640
Change		-19	-20	5	21	21	16	1	-6	1	3	0	-4	-7
%-Change		-3.0%	-3.3%	0.8%	3.5%	3.4%	2.5%	0.2%	-0.9%	0.2%	0.5%	0.0%	-0.6%	-1.1%

Coleman Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	61	99	96	106	106	109	110	111	110	109	108	108	107	105
1	111	96	102	101	111	113	115	116	116	115	114	113	112	111
2	98	113	94	99	100	110	112	114	115	115	114	113	112	111
3	105	101	119	99	102	103	113	115	117	118	118	117	116	115
4	112	110	90	115	97	100	101	111	113	115	116	116	115	114
5	79	113	114	85	114	96	99	100	110	112	114	115	115	114
6	87	80	98	116	84	113	95	98	99	109	111	113	114	114
Spec Ed	23	22	23	23	23	23	23	23	23	23	23	23	23	23
Total	676	736	736	748	737	767	768	768	803	816	818	818	814	807
Total	676	736	736	748	737	767	768	768	803	816	818	818	814	807
Change		60	0	12	-11	30	1	20	15	13	2	0	-4	-7
%-Change		8.9%	0.0%	1.6%	-1.5%	4.1%	0.1%	2.6%	1.9%	1.6%	0.2%	0.0%	-0.5%	-0.9%

Creekside Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	62	51	62	38	51	53	54	54	53	53	51	50	49	48
1	71	63	80	51	53	55	56	57	57	56	55	53	52	51
2	68	76	58	61	49	51	53	54	55	55	54	53	51	50
3	58	71	80	57	60	49	50	52	53	54	54	53	52	50
4	80	54	73	71	56	59	48	49	51	52	53	53	52	51
5	66	83	60	75	73	57	60	49	50	52	53	54	54	53
6	82	73	81	59	74	72	56	59	49	50	51	52	53	53
Spec Ed	13	13	14	17	17	17	17	17	17	17	17	17	17	17
Total	500	484	508	429	433	413	394	391	385	389	388	385	380	373
Total	500	484	508	429	433	413	394	391	385	389	388	385	380	373
Change		-16	24	-79	4	-20	-19	-3	-6	4	-1	-3	-5	-7
%-Change		-3.2%	5.0%	-15.6%	0.9%	-4.6%	-4.8%	-0.8%	-1.5%	1.0%	-0.3%	-0.8%	-1.3%	-1.8%

January 2004

Gann-McKibben Demographics

Fox Meadow Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	162	159	96	101	109	112	110	109	107	103	104	101	99	97
1	148	176	130	123	118	119	120	118	116	114	111	109	105	103
2	115	148	131	123	121	116	117	118	116	114	112	109	107	103
3	149	107	110	122	118	116	111	112	113	111	109	108	105	103
4	137	113	75	100	120	116	114	108	110	111	109	107	103	103
5	100	108	72	63	97	116	113	111	106	107	108	106	104	103
6	82	100	94	69	62	95	114	111	109	104	105	106	104	102
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	893	911	708	701	745	790	799	788	777	766	758	746	730	714
Total	893	911	708	701	745	790	788	788	777	766	758	746	730	714
Change		18	-203	-7	44	45	9	-11	-11	-11	-8	-12	-16	-16
%-Change		2.0%	-22.3%	-1.0%	6.3%	6.0%	1.1%	-1.4%	-1.4%	-1.4%	-1.0%	-1.6%	-2.1%	-2.2%

Garfield Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	53	56	61	88	74	75	76	77	79	80	81	81	81	80
1	63	68	90	79	91	92	92	93	93	94	94	94	93	92
2	59	72	71	82	81	93	94	94	95	95	96	96	96	95
3	67	59	78	75	84	83	95	96	96	97	97	98	98	98
4	69	55	59	64	73	81	81	92	93	93	94	94	95	95
5	70	78	70	66	67	76	85	83	95	95	95	95	95	96
6	65	64	95	92	68	69	78	87	85	96	96	96	96	96
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	446	452	524	546	538	569	601	622	636	650	653	654	654	652
Total	446	452	524	546	538	569	601	622	636	650	653	654	654	652
Change	8	6	72	22	-8	31	32	21	14	14	3	1	0	-2
%-Change		1.3%	15.9%	4.2%	-1.5%	5.8%	5.6%	3.5%	2.3%	2.2%	0.5%	0.2%	0.0%	-0.3%

January 2004

Gann-McKibben Demographics

Glenbrook Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	53	62	52	48	47	48	48	48	48	48	48	48	47	47
1	69	58	66	54	50	50	51	51	51	50	50	50	49	48
2	57	70	55	60	52	48	48	49	49	49	48	48	48	47
3	60	64	71	58	61	53	49	49	50	50	50	49	49	49
4	72	78	81	81	58	60	52	49	48	50	50	50	49	49
5	104	80	79	85	82	59	61	53	50	50	51	51	51	50
6	92	105	75	81	83	61	58	60	52	49	49	50	50	50
Spec Ed	30	21	22	22	22	22	22	22	22	22	22	22	22	22
Total	537	538	501	470	435	401	389	381	371	368	368	368	365	362
Total	537	538	501	470	435	401	389	381	371	368	368	368	365	362
Change		1	-37	-31	-35	-34	-12	-8	-10	-3	0	0	-3	-3
%-Change		0.2%	-6.9%	-6.2%	-7.4%	-7.8%	-3.0%	-2.1%	-2.6%	-0.8%	0.0%	0.0%	-0.8%	-0.8%

Hanover City Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	73	93	69	84	69	69	68	68	67	67	67	66	65	65
1	78	84	91	79	77	75	74	73	72	71	70	70	69	68
2	89	85	85	79	78	76	74	73	72	71	70	69	68	68
3	96	89	86	90	81	80	78	75	74	73	72	71	70	70
4	82	90	84	87	88	79	78	76	74	73	72	71	70	69
5	88	92	85	93	89	90	81	80	78	75	74	73	72	71
6	78	86	93	83	94	90	91	82	81	79	78	75	74	73
Spec Ed	0	5	2	0	0	0	0	0	0	0	0	0	0	0
Total	584	624	595	585	576	558	544	527	518	509	501	495	489	484
Total	584	624	595	585	576	559	544	527	518	509	501	495	489	484
Change		40	-29	-10	-9	-17	-15	-17	-9	-9	-8	-6	-6	-5
%-Change		6.8%	-4.6%	-1.7%	-1.5%	-3.0%	-2.7%	-3.1%	-1.7%	-1.7%	-1.6%	-1.2%	-1.2%	-1.0%

January 2004

Gann-McKibben Demographics

Harriet Gifford Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	79	105	83	77	82	83	82	83	82	83	82	83	82	80
1	86	73	100	94	89	89	89	88	88	87	87	86	86	85
2	88	91	65	94	92	87	87	87	86	86	85	85	84	84
3	87	96	78	72	95	93	88	88	88	87	87	86	86	85
4	62	64	69	85	70	92	91	86	86	88	85	85	84	84
5	56	70	61	75	86	71	93	92	87	87	87	86	86	85
6	76	64	85	57	74	85	70	92	91	86	86	86	85	85
Spec Ed	0	0	2	1	1	1	1	1	1	1	1	1	1	1
Total	514	563	523	555	589	601	601	617	609	603	600	598	594	589
Total	514	563	523	555	589	601	601	617	608	603	600	598	594	589
Change		49	-40	32	34	12	0	16	-8	-6	-3	-2	-4	-5
%-Change		9.5%	-7.1%	6.1%	6.1%	2.0%	0.0%	2.7%	-1.3%	-1.0%	-0.5%	-0.3%	-0.7%	-0.8%

Hawk Hollow Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-08	2009-10	2010-11	2011-12	2012-13	2013-14
K														
1	61	83	83	83	82	81	80	79	77	77	76	75	74	73
2	73	60	60	60	66	65	63	62	61	61	79	78	77	76
3	76	72	72	72	83	85	84	82	81	81	80	78	77	76
4	66	73	73	73	58	61	63	62	60	60	79	78	76	75
5	63	66	66	66	72	59	63	65	64	64	82	81	80	78
6	75	74	74	74	76	74	61	65	68	67	87	84	83	82
	61	77	77	77	71	78	75	62	87	87	90	89	88	85
Spec Ed	14	21	21	21	21	21	21	21	21	21	21	21	21	21
Total	489	528	528	537	549	564	570	578	599	594	594	584	574	566
Total	488	528	528	537	549	564	570	578	598	594	594	584	574	566
Change		39	39	9	12	15	6	8	21	-5	-10	-10	-10	-8
%-Change		8.0%	8.0%	1.7%	2.2%	2.7%	1.1%	1.4%	3.6%	-0.8%	-1.7%	-1.7%	-1.7%	-1.4%

January 2004

Gann-McKibben Demographics

Heritage Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	82	88	91	113	103	102	100	99	99	97	94	93	92	89
1	74	102	79	89	109	107	106	104	103	102	100	97	96	95
2	74	95	96	84	91	111	109	108	106	105	104	102	99	98
3	78	71	83	92	80	86	105	104	103	101	100	99	97	94
4	75	76	78	71	88	77	83	101	100	99	97	96	95	93
5	80	75	81	79	72	88	78	84	102	101	100	98	97	96
6	97	85	78	93	80	73	90	79	85	103	102	101	99	98
Spec Ed	29	30	25	33	33	33	33	33	33	33	33	33	33	33
Total	589	622	609	654	656	678	704	712	731	741	730	719	708	696
Total	589	622	609	654	656	678	704	712	731	741	730	719	708	696
Change	33	33	-13	45	2	22	26	8	19	10	-11	-11	-11	-12
%-Change		5.6%	-2.1%	7.4%	0.3%	3.4%	3.8%	1.1%	2.7%	1.4%	-1.5%	-1.5%	-1.5%	-1.7%

January 2004

Highland Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	44	79	64	103	84	84	84	84	84	83	83	83	83	81
1	78	81	88	95	96	95	94	93	92	91	89	88	87	86
2	78	74	78	76	82	92	91	90	89	88	87	85	84	84
3	79	75	78	82	77	83	93	92	91	90	89	88	86	85
4	83	80	72	76	80	75	81	91	90	89	88	87	86	84
5	62	81	88	78	77	81	76	82	92	91	90	89	88	87
6	55	87	87	101	80	79	83	78	84	95	94	93	92	91
Spec Ed	7	11	6	9	9	9	9	9	9	9	9	9	9	9
Total	486	548	561	610	585	598	611	619	631	636	629	622	615	607
Total	486	548	561	610	585	598	611	619	631	636	629	622	615	607
Change		62	13	49	-25	13	13	8	12	5	-7	-7	-7	-8
%-Change		12.8%	2.4%	8.7%	-4.1%	2.2%	2.2%	1.3%	1.9%	0.8%	-1.1%	-1.1%	-1.1%	-1.3%

January 2004

Gann-McKibben Demographics

Hillcrest Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	62	57	43	76	64	63	63	61	61	80	59	58	56	54
1	86	82	48	40	89	67	66	66	64	63	62	61	60	58
2	57	88	54	43	37	63	62	61	61	59	58	57	56	55
3	61	55	52	30	41	35	60	59	58	58	56	55	54	53
4	61	64	38	44	28	39	33	56	55	55	55	53	52	51
5	110	94	53	27	42	27	37	31	53	52	52	52	50	49
6	77	93	62	27	25	39	25	35	29	50	49	49	49	47
Spec Ed	40	39	72	77	77	77	77	77	77	77	77	77	77	77
Total	584	572	422	364	383	410	423	446	458	474	468	462	454	444
Total	584	572	422	364	383	410	423	446	458	474	468	462	454	444
Change		8	-150	-58	19	27	13	23	12	16	-6	-6	-8	-10
%-Change		1.4%	-26.2%	-13.7%	5.2%	7.0%	3.2%	5.4%	2.7%	3.5%	-1.3%	-1.3%	-1.7%	-2.2%

Horizon Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	84	79	81	69	72	71	70	69	68	67	66	65	64	63
1	104	79	88	74	75	74	73	72	71	70	69	68	67	66
2	90	103	82	78	73	74	73	72	71	70	69	68	67	66
3	93	86	96	76	74	69	70	69	68	67	67	66	65	64
4	104	115	98	114	90	87	81	83	81	80	79	79	78	77
5	119	100	126	93	112	88	85	79	81	78	78	77	77	76
6	85	111	106	120	90	109	85	82	77	79	77	76	75	75
Spec Ed	0	3	6	9	9	9	9	9	9	9	9	9	9	9
Total	678	676	682	833	595	581	546	535	526	521	514	508	502	496
Total	678	676	682	833	595	581	546	535	526	521	514	508	502	496
Change		-3	6	-49	-38	-14	-35	-11	-9	-5	-7	-6	-6	-6
%-Change		-0.4%	0.9%	-7.2%	-6.0%	-2.4%	-6.0%	-2.0%	-1.7%	-1.0%	-1.3%	-1.2%	-1.2%	-1.2%

January 2004

Gann-McKibben Demographics

Huff Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	86	62	79	81	78	80	81	81	80	81	80	80	79	78
1	98	84	85	81	83	84	85	86	85	84	84	83	82	81
2	89	93	75	72	77	79	80	81	82	81	80	80	79	78
3	93	82	101	80	73	78	80	81	82	83	82	81	81	80
4	83	85	77	92	75	69	73	76	77	78	80	79	78	78
5	102	89	94	84	96	78	71	75	78	79	80	82	81	80
6	98	106	105	102	88	98	80	72	77	80	81	82	84	83
Spec Ed	15	12	12	7	7	7	7	7	7	7	7	7	7	7
Total	664	613	628	599	575	573	557	559	568	573	574	574	571	565
Total	684	613	628	599	575	573	557	559	568	573	574	574	571	565
Change		-51	15	-29	-24	-2	-16	2	9	5	1	0	-3	-8
%-Change		-7.7%	2.4%	-4.6%	-4.0%	-0.3%	-2.8%	0.4%	1.6%	0.9%	0.2%	0.0%	-0.5%	-1.1%

January 2004

Gann-McKibben Demographics

Illinois Park Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	60	75	63	91	88	87	87	87	88	88	88	88	87	86
1	85	93	97	88	97	98	98	97	96	96	95	94	93	92
2	77	92	101	100	92	101	101	101	100	99	99	98	97	96
3	66	69	87	106	88	90	99	99	99	98	97	97	96	95
4	80	71	77	70	103	95	87	96	96	96	95	94	94	93
5	73	61	86	74	69	101	93	85	94	94	94	93	92	92
6	72	83	82	100	75	70	103	95	87	96	96	96	95	94
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	513	564	593	629	620	642	668	660	660	667	664	660	654	648
Total	513	564	593	629	620	642	668	660	660	667	664	660	654	648
Change	51	51	29	36	-9	22	26	-8	0	7	-3	-4	-8	-6
%-Change	9.9%	9.9%	5.1%	8.1%	-1.4%	3.5%	4.0%	-1.2%	0.0%	1.1%	-0.4%	-0.6%	-0.9%	-0.9%

January 2004

Gann-McKibben Demographics

Laurel Hill Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	51	89	65	81	86	88	88	88	88	87	86	86	86	84
1	77	80	89	101	100	101	102	101	100	99	97	95	94	93
2	50	93	74	73	98	97	98	99	98	97	96	94	92	91
3	48	82	99	70	72	96	95	96	97	96	95	94	92	90
4	58	54	58	87	67	68	91	90	91	92	91	90	89	87
5	56	63	56	82	89	68	69	93	92	93	94	93	92	91
6	60	65	60	67	83	90	69	70	94	93	94	95	94	93
Spec Ed	22	18	20	18	0	0	0	0	0	0	0	0	0	0
Total	422	525	521	559	575	608	612	637	660	657	653	647	639	629
Total	422	525	521	559	575	608	612	637	660	657	653	647	639	629
Change		103	-4	38	16	33	4	25	23	-3	-4	-6	-8	-10
%-Change		24.4%	-0.8%	7.3%	2.9%	5.7%	0.7%	4.1%	3.6%	-0.5%	-0.6%	-0.9%	-1.2%	-1.6%

January 2004

Gann-McKibben Demographics

Liberty Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K			57	59	60	60	61	61	61	60	60	59	59	59
1			97	58	60	61	61	62	62	62	61	61	60	60
2			84	72	57	59	60	60	61	61	61	60	60	59
3			69	61	71	56	58	59	59	60	60	60	59	59
4			44	52	60	70	55	57	58	58	59	59	58	58
5			50	44	51	59	69	54	56	57	57	58	58	57
6			11	44	44	50	58	68	53	55	56	56	57	57
Spec Ed		6	5	5	5	5	5	5	5	5	5	5	5	5
Total		418	395	408	408	420	427	426	415	418	419	418	417	415
Total		418	395	408	408	420	427	426	415	418	419	418	417	415
Change			-23	13	13	12	7	-1	-11	3	1	-1	-1	-2
%-Change			-5.5%	3.3%	3.3%	2.9%	1.7%	-0.2%	-2.6%	0.7%	0.2%	-0.2%	-0.2%	-0.5%

January 2004

Gann-McKibben Demographics

Lords Park Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	94	89	96	119	106	109	111	113	113	113	113	112	111	108
1	126	119	119	90	121	122	124	125	126	124	123	121	119	117
2	116	125	118	125	91	122	123	125	126	127	125	124	122	120
3	82	125	110	117	124	90	121	122	124	125	126	124	123	121
4	105	80	119	113	119	126	91	123	124	126	127	128	126	125
5	100	96	84	113	110	115	122	88	119	120	122	123	124	122
6	101	96	99	93	112	109	114	121	87	118	119	121	122	123
Spec Ed	14	10	7	9	9	9	9	9	9	9	9	9	9	9
Total	738	750	754	779	792	802	815	826	828	862	864	862	856	845
Total	738	750	754	779	792	802	815	826	828	862	864	862	856	845
Change	12	12	4	25	13	10	13	11	2	34	2	-2	-6	-11
%-Change	1.6%	1.6%	0.5%	3.3%	1.7%	1.3%	1.6%	1.3%	0.2%	4.1%	0.2%	-0.2%	-0.7%	-1.3%

January 2004

Lowrie Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	65	65	51	61	58	59	60	60	61	60	80	61	60	59
1	68	62	69	62	68	68	69	69	68	68	87	66	66	65
2	78	67	64	61	61	67	67	68	68	67	67	66	65	65
3	73	81	69	59	60	60	66	66	67	67	66	66	65	64
4	81	68	74	63	56	57	57	63	63	64	84	63	63	62
5	39	41	73	70	60	53	54	54	60	60	61	61	60	60
6	39	49	38	55	68	58	51	52	52	58	56	59	59	58
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	423	433	438	431	431	422	424	432	439	444	443	442	438	433
Total	423	433	438	431	431	422	424	432	439	444	443	442	438	433
Change	10	10	5	-7	0	-9	2	8	7	5	-1	-1	-4	-5
%-Change	2.4%	2.4%	1.2%	-1.6%	0.0%	-2.1%	0.5%	1.9%	1.6%	1.1%	-0.2%	-0.2%	-0.9%	-1.1%

January 2004

Gann-McKibben Demographics

McKinley Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	59	57	60	66	63	63	62	62	61	60	60	59	60	59
1	62	64	57	66	69	67	67	66	66	65	64	64	63	63
2	70	62	64	63	67	70	68	68	67	67	66	65	65	64
3	70	66	61	68	62	66	69	67	67	66	66	65	64	64
4	56	75	66	59	67	61	65	68	66	66	65	65	64	63
5	68	54	80	68	58	66	60	64	67	65	65	64	64	63
6	48	79	62	67	67	57	65	59	63	66	64	64	63	63
Spec Ed	12	11	10	11	11	11	11	11	11	11	11	11	11	11
Total	445	468	460	468	464	461	467	465	466	466	461	457	454	450
Total	445	468	460	468	464	461	467	465	466	466	461	457	454	450
Change	23	23	-8	8	-4	-3	6	-2	3	-2	-5	-4	-3	-4
% Change	5.2%	5.2%	-1.7%	1.7%	-0.9%	-0.6%	1.3%	-0.4%	0.6%	-0.4%	-1.1%	-0.9%	-0.7%	-0.9%

Nature Ridge Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	108	101	95	66	85	89	92	95	94	93	92	91	90	88
1	101	108	70	109	86	89	93	96	99	98	97	96	95	94
2	108	102	76	67	108	85	88	92	95	98	97	96	95	94
3	70	99	81	76	66	107	84	87	91	94	97	96	95	94
4	56	63	71	70	72	63	104	82	85	89	92	95	94	93
5	51	62	44	68	67	69	61	102	81	84	88	91	94	93
6	53	49	59	39	63	65	68	60	101	80	83	87	90	93
Spec Ed	20	15	13	0	0	0	0	0	0	0	0	0	0	0
Total	567	599	509	493	547	567	590	614	646	636	646	652	653	649
Total	567	599	509	493	547	567	590	614	646	636	646	652	653	649
Change	32	32	-90	-16	54	20	23	24	32	-10	10	6	1	-4
%-Change		5.8%	-15.0%	-3.1%	11.0%	3.7%	4.1%	4.1%	5.2%	-1.5%	1.6%	0.9%	0.2%	-0.6%

January 2004

Oakhill Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	84	69	79	98	98	101	103	104	104	104	104	102	102	100
1	76	116	98	113	117	119	122	123	122	121	120	118	115	113
2	82	86	119	108	116	121	121	124	125	124	123	122	120	117
3	77	88	76	111	107	115	120	120	123	124	123	122	121	119
4	89	80	88	87	114	110	116	122	122	125	128	125	124	123
5	62	57	61	68	69	90	87	93	96	96	99	100	99	98
6	65	63	62	70	70	71	93	90	95	98	98	101	102	101
Spec Ed	0	0	25	0	0	0	0	0	0	0	0	0	0	0
Total	535	559	608	655	691	727	764	776	787	792	793	790	783	771
Total	535	559	608	655	691	727	764	776	787	792	793	790	783	771
Change	24	24	49	47	36	36	37	12	11	5	1	-3	-7	-12
%-Change	4.5%	4.5%	8.8%	7.7%	5.5%	5.2%	5.1%	1.6%	1.4%	0.6%	0.1%	-0.4%	-0.9%	-1.5%

Ontarioville Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	51	78	87	93	89	89	90	90	90	90	89	88	87	85
1	86	75	74	87	98	98	97	97	96	95	94	93	92	91
2	67	90	72	77	88	99	99	98	98	97	96	95	94	93
3	79	59	85	83	76	67	98	98	97	96	95	94	93	92
4	62	75	75	83	81	74	85	96	86	95	95	94	91	90
5	70	60	73	71	81	79	72	82	93	93	92	90	90	89
6	39	57	67	69	70	79	77	71	80	91	81	90	90	89
Spec Ed	0	7	9	7	7	7	7	7	7	7	7	7	7	7
Total	454	501	542	570	590	612	625	639	657	665	660	654	648	640
Total	454	501	542	570	590	612	625	639	657	665	660	654	648	640
Change	47	41	41	28	20	22	13	14	18	8	-5	-6	-6	-8
% Change	10.4%	8.2%	5.2%	3.5%	3.7%	2.1%	2.2%	2.8%	1.2%	-0.8%	-0.9%	-0.9%	-1.2%	-1.2%

January 2004

Otter Creek Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K			73	53	74	80	88	91	91	89	88	87	85	82
1			60	78	72	80	85	93	95	84	92	91	90	88
2			63	59	77	73	82	88	95	96	95	93	92	91
3			55	64	60	79	74	84	90	96	97	96	94	93
4			58	58	67	62	81	76	85	91	97	98	97	95
5			55	69	66	75	68	87	81	88	93	99	100	99
6			28	62	77	73	81	72	90	83	90	95	101	102
Spec Ed		15	15	26	26	26	26	26	26	26	26	26	26	26
Total		408	408	469	519	546	585	617	653	683	678	685	685	676
Total	408		408	469	519	546	585	617	653	683	678	685	685	676
Change				61	50	29	37	32	36	10	15	7	0	-9
% Change				15.0%	10.7%	5.6%	6.8%	5.5%	5.8%	1.5%	2.3%	1.0%	0.0%	-1.3%

January 2004

Gann-McKibben Demographics

Parkwood Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	49	57	60	79	69	71	72	72	72	72	72	71	70	69
1	62	62	62	59	77	78	79	79	78	77	77	78	75	74
2	67	73	61	57	58	75	76	77	77	76	75	75	74	74
3	73	67	61	62	56	57	74	74	75	75	74	74	74	73
4	37	68	60	54	58	52	53	69	68	70	70	69	69	69
5	43	62	64	66	56	60	54	55	71	71	72	72	71	71
6	41	53	47	50	63	54	58	52	53	68	68	69	69	68
Spec Ed	30	42	24	12	12	12	12	12	12	12	12	12	12	12
Total	422	484	439	439	449	459	478	490	507	521	520	518	514	510
Total Change		62	-45	0	10	10	19	12	17	14	-1	-2	-4	-4
% Change		14.7%	-9.3%	0.0%	2.3%	2.2%	4.1%	2.5%	3.5%	2.8%	-0.2%	-0.4%	-0.8%	-0.8%

January 2004

Gann-McKibben Demographics

Prairieview Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	166	170	83	89	87	86	84	83	81	78	77	75	74	71
1	167	168	107	87	94	92	90	88	86	84	81	79	77	76
2	140	153	99	97	83	88	87	86	84	82	80	77	75	73
3	151	148	100	84	96	82	88	86	85	83	81	79	76	74
4	149	139	92	90	80	91	78	84	82	81	79	77	75	72
5	103	139	83	80	88	76	88	74	80	78	77	75	73	71
6	121	102	103	88	79	85	75	85	73	79	77	76	74	72
Spec Ed	0	0	6	8	8	8	8	8	8	8	8	8	8	8
Total	997	1,019	673	621	613	609	596	594	579	573	560	546	532	517
Total	997	1,019	673	621	613	609	596	594	579	573	560	546	532	517
Change	22	22	-346	-52	-8	-4	-13	-2	-15	-6	-13	-14	-14	-15
% Change	2.2%	2.2%	-34.0%	-7.7%	-1.3%	-0.7%	-2.1%	-0.3%	-2.5%	-1.0%	-2.3%	-2.5%	-2.6%	-2.8%

Ridge Circle Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	84	83	90	115	97	98	95	93	91	89	87	85	83	81
1	102	91	92	95	112	105	103	101	98	95	93	91	89	86
2	92	105	75	79	80	106	100	98	96	93	90	88	86	85
3	95	87	93	88	78	89	105	99	97	95	92	89	87	85
4	94	105	85	104	91	80	91	106	100	98	96	93	90	88
5	106	95	108	93	106	93	82	93	107	101	99	97	94	91
6	59	102	85	87	87	100	87	77	87	101	95	93	91	88
Spec Ed	0	20	21	18	18	18	18	18	18	18	18	18	18	18
Total	632	688	649	679	679	687	681	685	694	690	670	654	638	622
Total	632	688	649	679	679	687	681	685	694	690	670	654	638	622
Change		56	-39	30	0	8	-8	4	9	-4	-20	-16	-18	-16
%-Change		8.8%	-5.7%	4.6%	0.0%	1.2%	-0.9%	0.8%	1.3%	-0.6%	-2.9%	-2.4%	-2.4%	-2.5%

Sheridan Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	70	56	57	78	72	70	68	66	64	62	61	60	59	58
1	61	71	58	56	77	74	72	70	68	66	64	63	62	61
2	81	61	75	86	57	79	75	73	71	69	67	65	64	63
3	65	68	62	69	65	56	77	74	72	70	68	66	64	63
4	81	84	92	94	92	85	71	85	90	85	81	78	76	74
5	101	89	95	74	98	94	86	72	98	91	86	82	79	77
6	95	103	92	97	75	98	98	87	73	97	92	87	83	80
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	554	532	531	534	534	556	545	537	534	540	519	501	487	476
Total	554	532	531	534	534	556	545	537	534	540	519	501	487	476
Change		-22	-1	3	0	22	-11	-8	-3	6	-21	-18	-14	-11
%-Change		-4.0%	-0.2%	0.6%	0.0%	4.1%	-2.0%	-1.5%	-0.6%	1.1%	-3.9%	-3.5%	-2.8%	-2.3%

January 2004

Gann-McKibben Demographics

Spring Trail Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	121	75	91	87	87	86	85	84	83	82	80	79	78	75
1	92	122	78	90	91	89	88	87	86	85	84	82	81	80
2	108	92	118	76	88	89	87	86	85	84	83	82	80	79
3	108	105	99	112	75	87	88	86	85	84	83	82	81	79
4	99	96	94	91	108	72	84	84	83	82	81	80	79	78
5	101	99	99	86	89	106	71	82	82	81	80	79	78	77
6	88	91	98	88	83	86	103	89	80	80	79	78	77	76
Spec Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	717	680	677	630	621	615	606	578	584	578	570	562	554	544
Total	717	680	677	630	621	615	606	578	584	578	570	562	554	544
Change	37	-37	-3	-47	-9	-6	-9	-28	6	-6	-8	-8	-8	-10
%-Change	-5.2%	-0.4%	-0.4%	-6.9%	-1.4%	-1.0%	-1.5%	-4.6%	1.0%	-1.0%	-1.4%	-1.4%	-1.4%	-1.8%

January 2004

Gann-McKibben Demographics

Sunnydale Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	30	35	35	31	40	42	43	44	45	46	48	47	48	47
1	91	81	79	63	69	72	73	73	72	71	70	69	68	67
2	92	70	83	54	59	65	68	69	69	68	67	66	65	64
3	78	83	77	59	52	57	62	65	66	66	65	64	63	62
4	83	82	81	78	58	51	58	61	64	65	65	64	63	62
5	73	74	69	64	73	55	48	53	57	60	61	61	60	59
6	72	74	76	43	61	69	52	46	50	54	57	58	58	57
Spec Ed	26	29	28	33	33	33	33	33	33	33	33	33	33	33
Total	545	528	529	425	445	444	435	444	458	463	464	462	458	451
Total	545	528	529	425	445	444	435	444	458	463	464	462	458	451
Change	-17	-3.1%	1	-104	20	-1	-9	9	12	7	1	-2	-4	-7
%-Change			0.2%	-19.7%	4.7%	-0.2%	-2.0%	2.1%	2.7%	1.5%	0.2%	-0.4%	-0.9%	-1.5%

January 2004

Gann-McKibben Demographics

Streamwood Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	424	355	303											
1	49	47	23											
2														
3														
4														
5														
6														
Spec Ed	9	6	3											
Total	482	408	329											
Total	482	408	329											
Change		-74	-79											
%-Change		-15.4%	-19.4%											

Sycamore Trails Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-08	2009-10	2010-11	2011-12	2012-13	2013-14
K	83	107	78	65	70	69	69	68	67	66	65	64	63	62
1	103	78	108	83	72	71	70	70	69	68	67	66	65	64
2	84	102	78	108	82	71	70	69	68	68	67	66	65	64
3	103	87	100	73	107	81	70	69	68	70	70	69	68	67
4	125	116	100	96	75	110	83	72	71	70	69	69	68	67
5	128	127	119	77	94	74	108	81	71	70	69	69	68	67
6	130	129	126	96	72	88	70	102	76	67	66	65	65	64
Spec Ed	5	14	0	78	78	78	78	78	78	78	78	78	78	78
Total	761	760	707	876	650	642	618	608	569	555	549	543	537	530
Total	761	760	707	876	650	642	618	609	569	555	549	543	537	530
Change	-1	-1	-53	-31	-26	-8	-24	-9	-40	-14	-6	-6	-6	-7
%-Change	-0.1%	-0.1%	-7.0%	-4.4%	-3.8%	-1.2%	-3.7%	-1.5%	-6.8%	-2.5%	-1.1%	-1.1%	-1.1%	-1.3%

Washington Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	44	51	67	88	84	86	88	90	89	88	86	86	84	81
1	90	71	76	71	90	92	94	95	96	94	93	91	90	88
2	59	87	65	74	67	88	87	89	90	91	89	88	86	86
3	79	59	89	71	75	68	88	89	91	92	93	91	90	88
4	42	84	58	89	70	74	67	87	88	90	91	92	90	89
5	67	55	62	46	86	68	72	65	84	85	87	88	89	87
6	69	64	58	58	47	83	66	70	63	81	82	84	85	86
Spec Ed	10	6	8	9	9	9	9	9	9	9	9	9	9	9
Total	460	477	483	508	528	566	571	594	610	630	630	629	623	614
Total Change	460	477	483	508	528	566	571	594	610	630	630	629	623	614
%-Change		3.7%	1.3%	5.2%	3.9%	7.2%	0.9%	4.0%	2.7%	3.3%	0.0%	-0.2%	-1.0%	-1.4%

Wayne Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	134	130	64	63	72	71	71	70	70	69	69	68	68	66
1	118	132	77	72	74	74	73	73	72	72	71	71	70	70
2	119	112	79	69	71	73	73	72	69	69	68	68	70	69
3	106	122	64	76	68	68	70	70	65	64	64	63	67	67
4	114	97	87	46	71	81	63	65	65	62	61	63	63	62
5	79	120	54	80	44	68	59	60	82	62	61	61	60	60
6	71	77	98	48	77	42	65	57	58	60	60	59	59	58
Spec Ed	11	12	17	14	14	14	14	14	14	14	14	14	14	14
Total	752	802	540	468	489	471	488	481	482	481	478	474	471	466
Total	752	802	540	468	489	471	488	481	482	481	478	474	471	466
Change		50	-262	-72	21	-18	17	-7	1	-1	-3	-4	-3	-5
%-Change		6.6%	-32.7%	-13.3%	4.5%	-3.7%	3.6%	-1.4%	0.2%	-0.2%	-0.6%	-0.8%	-0.6%	-1.1%

January 2004

Gann-McKibben Demographics

Willard Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	61	47	63	40	50	49	50	49	49	49	49	48	48	47
1	54	69	55	58	53	53	52	52	51	51	50	50	49	49
2	50	54	68	57	59	54	54	53	53	52	52	51	51	49
3	47	52	51	63	55	57	52	52	51	51	50	50	49	49
4	41	53	43	47	61	53	55	50	50	49	49	49	48	48
5	44	46	48	49	46	59	51	53	49	49	48	48	48	48
6	41	45	45	46	49	48	58	50	52	49	49	48	48	48
Spec Ed	10	12	12	11	11	11	11	11	11	11	11	11	11	11
Total	348	378	385	371	384	382	383	370	368	361	358	355	353	349
Total	348	378	385	371	384	382	383	370	368	361	358	355	353	349
Change		30	7	-14	13	-2	1	-13	-4	-5	-3	-3	-2	-4
%-Change		8.6%	1.9%	-3.6%	3.5%	-0.5%	0.3%	-3.4%	-1.1%	-1.4%	-0.8%	-0.8%	-0.6%	-1.1%

January 2004

Gann-McKibben Demographics

Woodland Heights Elementary

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	43	46	44	40	45	46	47	48	48	49	49	50	49	47
1	78	76	73	75	76	75	74	73	72	71	70	68	67	66
2	67	71	63	74	71	71	71	70	69	68	67	66	64	63
3	77	64	67	69	73	70	70	70	69	68	67	66	65	63
4	37	53	48	48	52	55	53	53	53	52	51	50	50	49
5	56	43	54	47	49	53	56	54	54	54	53	52	51	51
6	43	61	51	69	55	57	61	64	62	61	60	59	58	57
Spec Ed	22	22	29	25	25	25	25	25	25	25	25	25	25	25
Total	423	436	429	447	446	452	457	457	452	448	442	436	429	421
Total	423	436	429	447	446	452	457	457	452	448	442	436	429	421
Change		13	-7	18	-1	6	5	0	-5	-4	-6	-6	-7	-8
%-Change		3.1%	-1.6%	4.2%	-0.2%	1.3%	1.1%	0.0%	-1.1%	-0.9%	-1.3%	-1.4%	-1.6%	-1.9%

January 2004

Gann-McKibben Demographics

Illinois School District U-46: Total Elementary Enrollment

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	3,173	3,208	3,126	3,042	3,087	3,134	3,165	3,182	3,165	3,139	3,109	3,078	3,044	2,958
1	3,384	3,321	3,279	3,165	3,404	3,426	3,453	3,466	3,458	3,421	3,377	3,330	3,281	3,235
2	3,067	3,329	3,195	3,118	3,136	3,372	3,395	3,423	3,433	3,424	3,385	3,339	3,291	3,245
3	3,029	3,032	3,264	3,127	3,094	3,115	3,346	3,370	3,398	3,406	3,397	3,358	3,309	3,259
4	2,966	3,017	2,979	3,130	3,113	3,073	3,090	3,324	3,345	3,368	3,371	3,361	3,322	3,270
5	2,890	2,976	3,048	2,870	3,101	3,074	3,034	3,049	3,280	3,286	3,318	3,316	3,305	3,266
6	2,724	2,858	2,979	2,949	2,844	3,068	3,047	3,008	3,021	3,248	3,262	3,284	3,282	3,272
Spec Ed	377	414	473	531	513	513	513	513	513	513	513	513	513	513
Total	21,610	22,155	22,343	21,930	22,292	22,775	23,043	23,335	23,613	23,815	23,732	23,579	23,347	23,018
Total Change	21,610	22,155	22,343	21,930	22,292	22,775	23,043	23,335	23,613	23,815	23,732	23,579	23,347	23,018
% Change		545	188	-413	362	483	268	292	278	202	-83	-153	-232	-329
		2.5%	0.8%	-1.8%	1.7%	2.2%	1.2%	1.3%	1.2%	0.9%	-0.3%	-0.6%	-1.0%	-1.4%

Abbott Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	371	378	391	397	414	423	500	491	509	513	526	536	546	550
8	328	329	348	369	361	385	393	470	462	484	487	500	509	519
Spec Ed	29	31	27	26	26	26	26	26	26	26	26	26	26	26
Total	728	738	766	792	801	834	919	987	997	1,023	1,039	1,062	1,081	1,095
Total	728	738	766	792	801	834	919	987	997	1,023	1,039	1,062	1,081	1,095
Change		10	28	26	9	33	85	68	10	26	16	23	19	14
%-Change		1.4%	3.8%	3.4%	1.1%	4.1%	10.2%	7.4%	1.0%	2.6%	1.8%	2.2%	1.8%	1.3%

Canton Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	422	411	423	410	433	424	415	426	404	414	434	425	425	421
8	415	406	409	414	398	420	408	403	422	400	410	430	421	421
Spec Ed	44	82	70	122	122	122	122	122	122	122	122	122	122	122
Total	881	899	902	946	953	963	945	951	948	936	966	977	968	984
Total	881	899	902	946	953	963	945	951	948	936	966	977	968	984
Change		18	3	44	7	10	-18	6	-3	-12	30	11	-9	-4
%-Change		2.0%	0.3%	4.9%	0.7%	1.0%	-1.9%	0.6%	-0.3%	-1.3%	3.2%	1.1%	-0.9%	-0.4%

Eastview Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	493	587	525	588	564	536	594	581	567	562	574	575	573	589
8	536	486	573	533	586	553	525	582	589	556	551	583	564	582
Spec Ed	32	29	51	43	43	43	43	43	43	43	43	43	43	43
Total	1,061	1,102	1,149	1,174	1,193	1,132	1,162	1,206	1,179	1,161	1,168	1,181	1,180	1,174
Total	1,061	1,102	1,149	1,174	1,193	1,132	1,162	1,206	1,179	1,161	1,168	1,181	1,180	1,174
Change		41	47	25	19	-61	30	44	-27	-18	7	13	-1	-6
%-Change		3.9%	4.3%	2.2%	1.6%	-5.1%	2.7%	3.8%	-2.2%	-1.5%	0.6%	1.1%	-0.1%	-0.5%

January 2004

Ellis Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	234	252	263	305	275	286	296	312	346	363	382	395	406	416
8	212	117	225	256	293	264	275	284	300	332	348	367	379	390
Spec Ed	29	27	47	58	58	58	58	58	58	58	58	58	58	58
Total	475	396	535	619	626	608	629	654	704	753	788	820	843	864
Total	475	396	535	619	626	608	629	654	704	753	788	820	843	864
Change		-79	139	84	7	-18	21	25	50	49	35	32	23	21
%-Change		-16.6%	35.1%	15.7%	1.1%	-2.9%	3.5%	4.0%	7.6%	7.0%	4.6%	4.1%	2.8%	2.5%

January 2004

Kimball Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	395	384	421	466	432	408	410	423	388	390	437	433	431	423
8	380	385	388	435	471	432	404	402	410	376	378	424	420	418
Spec Ed	30	43	40	55	55	55	55	55	55	55	55	55	55	55
Total	805	812	849	956	958	895	869	880	853	821	870	912	906	896
Total	805	812	849	956	958	895	869	880	853	821	870	912	906	896
Change		7	37	107	2	-63	-26	11	-27	-32	49	42	-6	-10
%-Change		0.9%	4.6%	12.6%	0.2%	-6.6%	-2.9%	1.3%	-3.1%	-3.8%	6.0%	4.8%	-0.7%	-1.1%

January 2004

Larsen Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	367	369	349	273	398	356	391	393	403	369	441	441	443	443
8	310	371	362	270	268	390	349	383	385	395	362	432	432	434
Spec Ed	75	84	80	68	68	68	68	68	68	68	68	68	68	68
Total	752	824	791	611	734	814	808	844	858	832	871	941	943	945
Total	752	824	791	611	734	814	808	844	856	832	871	941	943	945
Change		72	-33	-180	123	80	-6	36	12	-24	39	70	2	2
%-Change		9.6%	-4.0%	-22.8%	20.1%	10.9%	-0.7%	4.5%	1.4%	-2.8%	4.7%	8.0%	0.2%	0.2%

Tefft Middle School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7	347	329	384	374	379	361	406	374	353	375	422	421	419	415
8	303	334	317	363	355	360	343	386	363	342	364	409	408	406
Spec Ed	70	77	62	94	94	94	94	94	94	94	94	94	94	94
Total	720	740	763	831	828	815	843	854	810	811	880	924	921	915
Total	720	740	763	831	828	815	843	854	810	811	880	924	921	915
Change		20	23	68	-3	-13	28	11	-44	1	69	44	-3	-6
%-Change		2.8%	3.1%	8.9%	-0.4%	-1.6%	3.4%	1.3%	-5.2%	0.1%	8.5%	5.0%	-0.3%	-0.7%

January 2004

Gann-McKibben Demographics

Illinois School District U-46: Total Middle School Enrollment

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2008-10	2010-11	2011-12	2012-13	2013-14
7	2,629	2,710	2,756	2,823	2,895	2,791	3,012	3,000	2,970	2,986	3,216	3,226	3,243	3,237
8	2,484	2,428	2,622	2,640	2,732	2,804	2,697	2,910	2,911	2,885	2,900	3,125	3,133	3,150
Spec Ed	309	373	377	466	466	466	466	466	466	466	466	466	466	466
Total	5,422	5,511	5,755	5,929	6,093	6,061	6,175	6,376	6,347	6,337	6,582	6,817	6,842	6,853
Total	5,422	5,511	5,755	5,929	6,093	6,061	6,175	6,376	6,347	6,337	6,582	6,817	6,842	6,853
Change		89	244	174	164	-32	114	201	-29	-10	245	235	25	11
%-Change		1.6%	4.4%	3.0%	2.8%	-0.5%	1.8%	3.3%	-0.5%	-0.2%	3.9%	3.6%	0.4%	0.2%

Bartlett High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
9	705	817	784	753	794	848	823	784	864	846	827	833	875	877
10	678	650	819	686	678	715	763	741	706	778	761	744	750	788
11	707	632	642	708	624	617	651	694	674	842	708	693	677	683
12	588	646	614	539	628	555	549	579	618	600	571	630	617	603
Spec Ed	193	198	131	207	207	207	207	207	207	207	207	207	207	207
Total	2,871	2,943	2,990	2,891	2,931	2,942	2,993	3,005	3,069	3,073	3,074	3,107	3,126	3,158
Total	2,871	2,943	2,990	2,891	2,931	2,942	2,993	3,005	3,069	3,073	3,074	3,107	3,126	3,158
Change		72	47	-99	40	11	51	12	64	4	1	33	19	32
%-Change		2.5%	1.6%	-3.3%	1.4%	0.4%	1.7%	0.4%	2.1%	0.1%	0.0%	1.1%	0.6%	1.0%

Elgin High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
9	618	587	842	803	823	654	730	700	753	768	797	785	872	882
10	537	533	513	578	531	548	576	642	616	663	676	701	691	767
11	408	472	473	457	509	467	482	507	565	542	583	595	617	608
12	368	357	433	403	396	443	406	419	441	492	472	507	518	537
Spec Ed	72	107	137	273	273	273	273	273	273	273	273	273	273	273
Total	2,003	2,056	2,198	2,314	2,334	2,385	2,467	2,541	2,648	2,738	2,801	2,861	2,971	3,067
Total	2,003	2,056	2,198	2,314	2,334	2,385	2,467	2,541	2,648	2,738	2,801	2,861	2,971	3,067
Change		53	142	116	20	51	82	74	107	90	63	60	110	96
%-Change		2.6%	6.9%	5.3%	0.8%	2.2%	3.4%	3.0%	4.2%	3.4%	2.3%	2.1%	3.8%	3.2%

January 2004

Gann-McKibben Demographics

Larkin High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2008-10	2010-11	2011-12	2012-13	2013-14
9	597	670	700	700	744	769	768	745	814	814	805	806	868	870
10	600	620	629	652	651	692	715	714	757	757	757	749	750	805
11	448	520	538	558	561	560	595	615	598	598	651	651	844	845
12	346	420	480	452	500	505	504	536	553	553	536	586	586	580
Spec Ed	144	101	118	196	196	196	196	196	196	196	196	196	196	196
Total	2,135	2,331	2,465	2,556	2,652	2,722	2,778	2,806	2,871	2,916	2,845	2,988	3,042	3,096
Total	2,135	2,331	2,465	2,556	2,652	2,722	2,778	2,806	2,871	2,916	2,945	2,988	3,042	3,096
Change		196	134	91	96	70	56	28	65	45	29	43	54	54
%-Change		9.2%	5.7%	3.7%	3.8%	2.6%	2.1%	1.0%	2.3%	1.6%	1.0%	1.5%	1.8%	1.8%

Streamwood High School

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
9	584	665	654	608	650	634	661	638	663	668	639	659	710	702
10	561	563	577	569	529	566	552	575	555	577	581	556	573	618
11	375	494	488	555	506	471	504	491	512	494	514	517	495	510
12	332	348	431	465	505	460	429	459	447	468	450	488	470	450
Spec Ed	82	77	91	111	111	111	111	111	111	111	111	111	111	111
Total	1,934	2,145	2,249	2,308	2,301	2,242	2,257	2,274	2,288	2,316	2,295	2,311	2,359	2,391
Total Change	1,934	2,145	2,249	2,308	2,301	2,242	2,257	2,274	2,288	2,316	2,295	2,311	2,359	2,391
% Change		10.9%	4.8%	2.6%	-0.3%	-2.6%	0.7%	0.8%	0.6%	1.2%	-0.8%	0.7%	2.1%	1.4%

January 2004

Illinois School District U-46: Total High School Enrollment

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
9	2,504	2,739	2,780	2,664	2,811	2,905	2,982	2,867	3,094	3,096	3,068	3,083	3,323	3,331
10	2,376	2,366	2,538	2,485	2,388	2,521	2,606	2,672	2,570	2,775	2,775	2,750	2,764	2,978
11	1,938	2,118	2,148	2,274	2,200	2,115	2,232	2,307	2,365	2,274	2,456	2,456	2,433	2,446
12	1,634	1,769	1,958	1,859	2,031	1,963	1,888	1,893	2,060	2,111	2,029	2,191	2,191	2,170
Spec Ed	491	483	477	787	787	787	787	787	787	787	787	787	787	787
Total	8,943	9,475	9,902	10,069	10,216	10,291	10,495	10,626	10,876	11,043	11,115	11,267	11,498	11,712
Total	8,943	9,475	9,902	10,069	10,216	10,291	10,495	10,626	10,876	11,043	11,115	11,267	11,498	11,712
Change	532	532	427	167	149	73	204	131	250	167	72	152	231	214
%-Change	5.9%	5.9%	4.5%	1.7%	1.5%	0.7%	2.0%	1.2%	2.4%	1.5%	0.7%	1.4%	2.1%	1.9%

January 2004

Illinois School District U-46: Total Enrollment

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	3,173	3,208	3,126	3,042	3,087	3,134	3,165	3,182	3,165	3,139	3,109	3,078	3,044	2,958
1	3,384	3,321	3,278	3,165	3,404	3,426	3,453	3,488	3,458	3,421	3,377	3,330	3,281	3,235
2	3,087	3,329	3,195	3,116	3,136	3,372	3,395	3,423	3,433	3,424	3,385	3,339	3,291	3,245
3	3,029	3,032	3,264	3,127	3,094	3,115	3,346	3,370	3,398	3,406	3,397	3,358	3,309	3,259
4	2,986	3,017	2,978	3,130	3,113	3,073	3,090	3,324	3,345	3,368	3,371	3,361	3,322	3,270
5	2,890	2,975	3,046	2,870	3,101	3,074	3,034	3,049	3,280	3,288	3,318	3,318	3,305	3,268
6	2,724	2,858	2,979	2,949	2,844	3,088	3,047	3,008	3,021	3,248	3,262	3,284	3,282	3,272
Elem. Spec Ed	377	414	473	531	513	513	513	513	513	513	513	513	513	513
Total Elem	21,810	22,155	22,343	21,930	22,282	22,775	23,043	23,335	23,613	23,815	23,732	23,579	23,347	23,018
7	2,829	2,710	2,758	2,823	2,885	2,791	3,012	3,000	2,970	2,986	3,216	3,226	3,243	3,237
8	2,484	2,428	2,622	2,640	2,732	2,804	2,687	2,910	2,911	2,985	2,900	3,125	3,133	3,150
MS. Spec Ed	309	373	377	468	488	466	488	488	468	488	468	488	468	488
Total MS	5,422	5,511	5,755	5,929	6,093	6,061	6,175	6,376	6,347	6,337	6,582	6,817	6,842	6,853
9	2,504	2,739	2,780	2,864	2,811	2,905	2,982	2,887	3,094	3,098	3,068	3,083	3,323	3,331
10	2,376	2,368	2,538	2,485	2,389	2,521	2,606	2,672	2,570	2,775	2,775	2,750	2,764	2,978
11	1,938	2,118	2,149	2,274	2,200	2,115	2,232	2,307	2,365	2,274	2,458	2,458	2,433	2,446
12	1,934	1,769	1,958	1,859	2,031	1,963	1,888	1,963	2,060	2,111	2,028	2,191	2,181	2,170
HS. Spec Ed	491	483	477	787	787	787	787	787	787	787	787	787	787	787
Total HS	8,943	9,475	9,902	10,099	10,218	10,291	10,495	10,828	10,876	11,043	11,115	11,267	11,498	11,712
Total	35,975	37,141	38,000	37,928	36,603	39,127	38,713	40,337	40,836	41,195	41,429	41,663	41,667	41,583
Change	35,975	37,141	38,000	37,928	36,603	39,127	38,713	40,337	40,836	41,195	41,429	41,663	41,667	41,583
%-Change		3.2%	2.3%	-0.2%	1.9%	1.4%	1.5%	1.6%	1.2%	0.9%	0.6%	0.6%	0.1%	-0.2%
Total Elem	21,810	22,155	22,343	21,930	22,282	22,775	23,043	23,335	23,613	23,815	23,732	23,579	23,347	23,018
Change	21,810	22,155	22,343	21,930	22,282	22,775	23,043	23,335	23,613	23,815	23,732	23,579	23,347	23,018
%-Change		2.5%	0.8%	-1.8%	1.7%	2.2%	1.2%	1.3%	1.2%	0.9%	-0.3%	-0.6%	-1.0%	-1.4%
Total MS	5,422	5,511	5,755	5,929	6,093	6,061	6,175	6,376	6,347	6,337	6,582	6,817	6,842	6,853
Change	5,422	5,511	5,755	5,929	6,093	6,061	6,175	6,376	6,347	6,337	6,582	6,817	6,842	6,853
%-Change		1.6%	4.4%	3.0%	2.8%	-0.5%	1.9%	3.3%	-0.5%	-0.2%	3.8%	3.8%	0.4%	0.2%
Total HS	8,943	9,475	9,902	10,099	10,218	10,291	10,495	10,828	10,876	11,043	11,115	11,267	11,498	11,712
Change	8,943	9,475	9,902	10,099	10,218	10,291	10,495	10,828	10,876	11,043	11,115	11,267	11,498	11,712
%-Change		5.9%	4.5%	1.7%	1.5%	0.7%	2.0%	1.2%	2.4%	1.5%	0.7%	1.4%	2.1%	1.8%

PLAINTIFFS' EXHIBIT 3

Population Growth (Projected Through 2014) (Summary of McKibben and Gann, Ex. C)

I	I	Stable
Bartlett (-77)	Century Oaks (+226)	Clinton (+12)
Centennial (-91)	Channing (+649)	Liberty (-3)
Creekside (-127)	Coleman (+131)	Lowrie (+10)
Fox Meadow (-179)	Garfield (+206)	McKinley (+5)
Glenbrook (-175)	Harriet Gifford (+75)	Ridge Circle (-10)
Hanover (-100)	Hawk Hollow (+77)	Willard (+1)
Hillcrest (-120)	Heritage (+107)	Woodland Heights (-2)
Horizon (-183)	Highland (+121)	
Huff (-95)	Illinois Park (+135)	
Prairieview (-480)	Laurel Hill (+207)	
Sheridan (-78)	Lords Park (+107)	
Spring Trail (-173)	Nature Ridge (+82)	
Sunnydale (-94)	Oakhill (+236)	
Sycamore Trails (-231)	Ontarioville (+186)	
Wayne (-286)	Otter Creek (+268)	
	Parkwood (+88)	
	Washington (+154)	

PLAINTIFFS' EXHIBIT 4

INTEROFFICE MEMORANDUM

TO: DR. CONNIE NEALE AND MEMBERS OF THE BOARD OF EDUCATION

FROM: JIM FEUERBORN

SUBJECT: BOUNDARY ISSUES SUPPORTIVE INFORMATION

DATE: MARCH 15, 2004

Listed below is some supporting information related to the proposed school attendance boundaries:

- The operational costs for the 38 mobile classrooms that we are using at the elementary and middle schools this year cost the district approximately \$3,690.00 each per year. We should be able to eliminate the use of these mobiles thus saving approximately \$140,220.00 per year.
- We are currently transporting the elementary age children living in the "Poplar Creek" area to 12 schools. The proposed boundaries could reduce this to as few as two schools if the home schools are able to provide for their programmatic needs.
- The students in the "Poplar Creek" area are currently bused between 14.2 and 2.4 miles roundtrip on a daily basis. The proposed boundary would reduce this to 5.8 and 2.8 miles roundtrip. Time on the bus for the boys and girls will be greatly reduced.
- The former Wing School area is currently bused to 16 elementary schools; the proposed boundaries could result in students being bused to two sites and able to walk to a third site if the home schools are able to provide for their programmatic needs.
- The students in the former Wing School area are currently being bused between 18.0 and 2.0 miles roundtrip depending on which of the 16 schools they are assigned. Based on the proposed boundaries the roundtrip travel for these students would be 3.0 to 2.0 miles per roundtrip.
- There are currently 5,179 K-6 students in the Bilingual program, of these 2,625 are currently being bused. Based on the proposed boundaries we have identified approximately 1,469 additional Bilingual students who could walk to their home schools.
- The reduction in the transportation of Bilingual students has the potential savings of between \$300,000 and \$400,000.
- Travel for the parents of these children will also be greatly reduced.

JPF:dd